DOCUMENT RESUME

ED 197 903 RC 012 495

AUTHOR Lewis, Anne C.: And Others
TITLE Creative Ideas for Small Schools.
INSTITUTION American Association of School Administrators, Arlington, Va.
PUB DATE 81
NOTE 71p.: Paper copy not available due to publisher's choice.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrators: Cost Effectiveness: Curriculum Development: *Demonstration Programs: *Educational Administration: *Educational Cooperation: Elementary Secondary Education: *Instructional Improvement: *Relevance (Education): Rural Areas: School Community Relationship: School District Spending: School Schedules: Shared Facilities: Shared Services: *Small Schools: Student Motivation: Student Needs: *Teacher Administrator Relationship: Teacher Effectiveness: Urban Areas

ABSTRACT

Contributed by members of the American Association of School Administrators (AASA) Small School Districts Network, this collection of ideas to assist administrators in small schools contains brief descriptions of programs which are intended to improve the level of education in all rural and small schools. Eight categories of suggestions include descriptions of successful experiences and approaches used by administrators across the country dealing with: (1) broadening the curriculum: (2) working with teachers: (3) scheduling successfully: (4) cooperating and sharing: (5) helping students grow wisely and well: (6) managing small districts: (7) cutting costs: and (8) improving school and community relations. A resource list identifies the principals, superintendents, and other administrators who contributed to the collection, and locates their districts. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED197903

CREATIVE IDEAS

For Small Schools

RC 012495

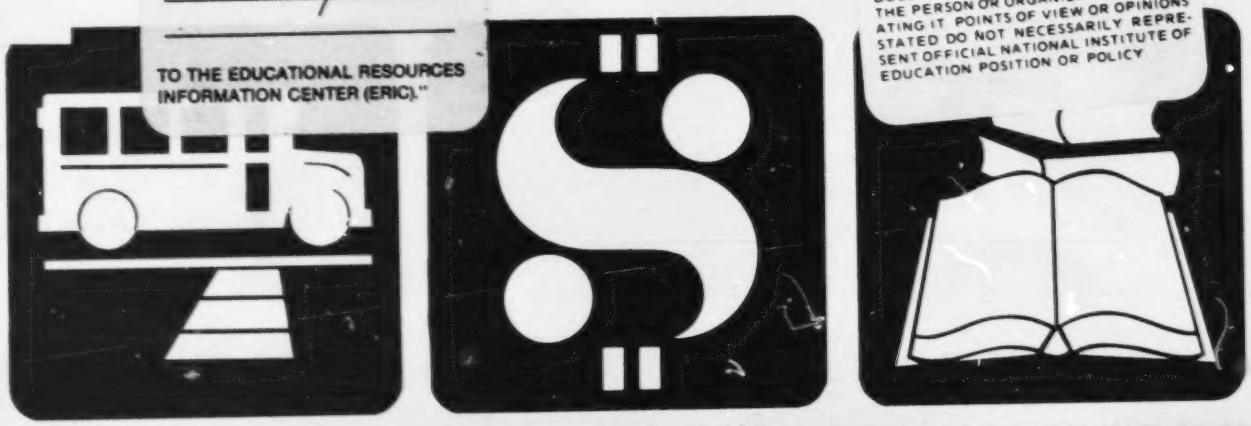
"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

W. Henry

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



Creative Ideas for Small Schools

Published by the
American Association of School Administrators
1801 North Moore Street
Arlington, Virginia 22209

3

American Association of School Administrators
1801 North Moore Street, Arlington, VA 22209

Stock Number 021-0842
Library of Congress Card Number 81-65581
Copyright 1981
The American Association of School Administrators
Arlington, Virginia

Contents

Preface 4
Overview 5

I. **Broadening the Curriculum** 11
Long range planning; doing big things with few students; reaching the very youngest; meeting competency requirements; setting specific goals; serving the gifted and talented; adding on through correspondence; wiring in to the community

II. **Working With Teachers** 21
Teachers as part of the team; developing and evaluating; teachers as budget-makers; morale boosters/helpers; a consultant for teachers

III. **Scheduling Successfully** 29
Extending the periods, the day; deciding where to be flexible; giving the youngest an extra chance; promoting part-time employment; coping with smallness or bigness

IV. **Cooperation: Many Ways to Share** 35
The total approach; sharing through pairing; finding the "appropriate" education; expanding vocational education; college-schools cooperation

V. **Students . . . Our Primary Focus** 43
Learning from each other; dealing with discipline; smileys, warm fuzzies and other morale boosters; getting the attendance

VI. **Management and the Smaller District** 49
Managing with a team; setting goals and evaluating them; working with the school board; budgeting/purchasing; sharing the paperwork

VII. **Creative Ways to Cut Costs** 55
Staving off the cold and the bills; saving on gas; where staffing can be cut

VIII. **Community Relations: Keeping School and Community Together** 61
Tapping community resources; communicating with print; involving the community in budgets and bonds; the community inside the school; setting goals with the community

Resource List 66
Acknowledgments 70

Preface

Education is basic to our democracy. Thomas Jefferson said it best when he noted that we cannot have a democracy without an educated citizenry. That is why the American people take such a keen interest in their schools.

The school is generally the heart of the community. This is especially true in smaller school districts. The local school is the center for learning, recreation and civic activities.

More than one-half the nearly 16,000 school districts in the United States have fewer than 2,000 students. And these smaller school districts have a great deal in common. For example, each administrator must often handle multiple functions in addition to his or her primary responsibilities. Those who live in the community often continue to feel a natural closeness to the schools, even though many may no longer have children of school age.

Of course, small is relative. An enrollment of 2,000 students may be considered small in one area of the country but quite large in another. Communities also vary. Some small school districts are located in great metropolitan centers. Others are located in a rural setting.

Creative Ideas for Small Schools is unique. It contains a wealth of ideas to assist the administrator in a smaller school district who will benefit from the experiences of colleagues. The ideas presented in this book were collected through a survey of AASA members. We are grateful for the contributions of school administrators across the nation. And this book is only the beginning. Through AASA's Small School Districts Network we hope to establish a resource bank for small school districts.

We hope you find *Creative Ideas for Small Schools* an invaluable aid in providing an even better education for the children and adults of your community.

Paul B. Salmon, Ed.D.
Executive Director

WalterTurner, Ed.D.
Associate Executive Director

Overview

Small Schools: Where The 'Can Do' Spirit Survives

Call it a rural renaissance.

Or a long-delayed acceptance of the idea that small often can be beautiful.

Perhaps a recognition that what is left of small school districts in this country, for economic or geographic reasons, can't be further reduced.

But, hopefully, it is the belief, gradually spreading to all parts of the country and at every level of governance, that the unique strengths of each small school district should be identified and nurtured.

For whatever reason, policy-makers, who for years have defined the needs of students and schools primarily in terms of what was considered good for metropolitan systems, are beginning to question that wisdom. Much of the persuasion is coming from the leaders of small school districts and the communities around them—those who insist they understand best the needs of their children and youth. What makes the arguments more plausible than in the past is that study, research, the sharing of information and the successful shaping of new programs to fit the needs of individual schools have given the leadership of small school districts renewed confidence in what they are doing.

And, this perhaps, has reaffirmed the wisdom of their choice to be where they are.

Small Is How You See It

What do we mean by small?

The Small School Districts Network of the American Association of School Administrators, from which the ideas for this book were drawn, depends on each state to define what enrollment determines that a school district is small. Some state administrator groups set that as high as 4,000 students in a district, others set it as low as 300.

Nor can small school districts be characterized in other ways. The nostalgic image of a small school, nestled in woods with one room, white or red-framed and topped by a belltower, where barefoot children endure the discipline of a school marm, is just that—nostalgia. True, some small schools are isolated by fields, mountains or water, but many exist just beyond the fringes of suburbia, close enough to be drawn into the cultural and economic life of urbanized areas. They are a center of community life in thousands of small towns. They even exist in some cities as districts that are enclaves of older schools built when neighborhoods were small and cohesive.

Even "isolation" can no longer be used to identify small school districts. They may be geographically so, but communication technology, the surge in development of regional service agencies and the decision by school leaders to reach out to wider communities for student enrichment and exploration make isolation only a secondary characteristic of small schools. Many also must fashion solutions to problems that face large schools—bilingualism, integration and the poverty of the children's families. Boom towns in the energy-rich West have the same growing pains that beset the suburbs 30 years ago; students in prosperous farming communities of the mid-West or resort areas in the Rocky Mountains may go to small schools, but comparisons of their needs cannot be carried very far with those who

use footbridges to get to schools across the hollows of Preston County, W. Va.

Small school districts are truly unique.

It Hasn't Always Been That Way

Until about five years ago, small school districts had endured many decades of being treated as the same, labeled as inefficient, unnecessary and inadequate for student needs. Between 1932 and 1977, the number of elementary and secondary schools in the country decreased from 261,000 to 89,000. What wasn't eliminated by the argument for greater economy succumbed to current concepts of how to best provide a minimum education program for students. Well-trained teachers, good classroom resources and broad exposure for students, it was argued, could only be obtained in a large-school setting. "Large" was ill-defined until James Conant in the 1950s proposed that a comprehensive high school have, as a minimum, a graduating class of 100 students. For many years this became an unofficial goal of consolidation efforts.

When consolidating further became even tougher and the problems of urban schools began to occupy state and federal officials, small school districts were treated by outsiders with "benign neglect." They were still affected by the larger education framework. Categorical programming, funding formulas and paperwork designed to deal with the specific problems of urban schools had a ripple effect on small school districts. And there were sporadic attempts to reorganize school districts to match an arbitrary minimum enrollment figure. But the uniqueness of small school districts didn't surface as a policy consideration, and what attention small schools did get was usually shaped by *others* deciding *for* them.

The Scene Changes

The need to economize, which perhaps began the avalanche of school consolidations, ironically also was a major force in stopping them. When policy-makers realized the impact of the energy shortage on school districts transporting students thousands of miles a year, they took a closer look at small schools. Perhaps they had validity, experts said.

They found the schools educating one-third of the students in the country, with a rich diversity and an unbroken tradition of close ties to families and communities; and not resistant to change, for the most part, but willing to shape innovations and new resources to meet their needs, rather than be shaped by them.

Migration also was reversing, and population growth for the last decade has been occurring on the fringes or in the heart of rural areas. Support for rural community development has matured. Now, federal officials are talking about a "rural school thrust"; studies, reports, clearinghouses and centers are reexamining the role of small school districts.

Eventually, when the "new day" dries off some of the mist surrounding small schools, policymakers may see a need to redefine what a school should be and to give equal weight to some of the strengths of small schools, rather than judge them by standards established for larger schools in urban and suburban areas.

What This Book Is About

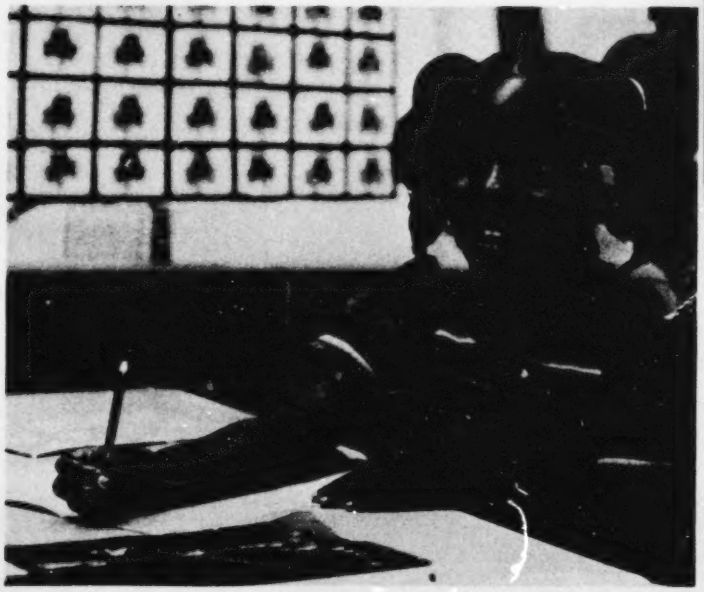
Policymakers also may see that during the years of attention elsewhere, the leadership of the nation's small school districts was quietly going about the business of making things better for their students.

That's what this book is about. It is not a policy document, nor is it a scientific sampling. Administrators identified by each state as part of an AASA Small School Districts Network were asked to write about programs that were working for their schools and communities. Responses came from all parts of the country, from every type of small school district. Some were simple affirmations of the values important in a small community. "In 40 years as an educator," wrote one superintendent, "I have found it always pays to be on the level with the teachers, the board, the students and the community." Others centered on what can only be speculation—preparing their students for a future dominated by computer technology and global concerns. Most worried about influences they felt were beyond their control—state and federal mandates that require more expertise than can be mustered in small schools, inadequate

training of teachers and limited funding for improvements that are needed.

Despite these troubles those who replied expressed a sentiment essential to the good health of small schools, or any school for that matter—hope. Fred Hechinger, former education editor of the *New York Times* and a frequent speaker before education groups, points out that not since President John F. Kennedy encouraged the nation's scientists to overcome all kinds of obstacles and land our space explorers on the moon, have we been a "can do" society.

There are many obstacles to better education for students in small school districts. Yet, if those whose ideas and thoughts comprise this book are representative of the leadership in the nation's small school districts, then it may well be in these schools and through those who teach and learn in them, that others in our nation will rediscover a sense of "can do."



"Ideally, a small school can become a learning community."

Louis Wildman
Superintendent,
North River School
District Brooklyn, Wash.

BEST COPY AVAILABLE

Broadening the Curriculum

To make every student competent in basic skills, to prepare each student for his or her role as a worker, parent and citizen—these are universal goals of education shared by country, town and city alike. But the resources available and community values cause schools to take different routes to the same ends.

Being small means that a curriculum may be less specialized than in a large school (although technology may wipe out this difference). It also means that education is more personalized. Flexibility enables schools to make the most of the strengths of individual teachers, classes are smaller and a less obtrusive bureaucracy puts instruction, rather than management, in center stage. This is the opinion of Paul Nachtigal, summarizing his study on improving rural schools for the National Institute of Education (NIE). Nachtigal believes, too, the most important reality of rural America is that "planning done *for* rural people . . . denies them the will and capacity to undertake action on their own behalf."

In the area of curriculum, especially, teachers and administrators in small school districts, working together, are shaping programs designed to meet the specific needs of their students. That is the theme running throughout the following descriptions of curriculum planning and programs. They are examples of what one superintendent describes as "small learning communities" where "everyone needs to help out in ways never imagined."

CHAPTER

1 Broadening the Curriculum

Long-Range Planning

The **North Central Community School Corporation in Ramsey, Ind.,** has no curriculum director or supervisor. Yet, it is on a five-year cycle of constant renewal of its curriculum. With 2,300 students and a staff of 112, the corporation annually forms a curriculum committee to work on one of five major content areas. The committee includes three elementary school teachers and three secondary school teachers, one elementary school administrator and one administrator from the high school. Teacher members are appointed with the advice of the local teachers' association. The committee has four goals:

* To develop program goals and objectives for the subject area for grades K-12.
* To develop minimum student standards in each subject at each grade level.
* To develop a resource notebook for teachers in the subject area for each grade level.
* To develop a list of recommended textbooks and supplemental materials in the subject area at each grade level.

To provide added expertise, the corporation employs a consultant from the education department of Indiana University Southeast, about 25 miles from the school district. Superintendent Robert Mahan also provides secretarial help and sets aside a small sum of money for expenses of committee members. Out of this has come useful, good curriculum development and revision, he says, "while making maximum use of local human and financial resources."

Identifying minimum objectives in each subject area at each grade level also has been a continuing project of the total staff in the **Greenwood District 51 at Ware Shoals, S.C.,** for several years. One of its big advantages, says Superintendent Joel McAbee, is that "100% of the instructional staff has been or is being used in the curriculum project." Staff committees have identified desired achievement levels and written objectives for them. Furthermore, the 80-member staff is involved in reviewing and revising the objectives periodically, and the objectives are used for textbook selection. Recently, the project has expanded to include functional skills for handicapped students, whose individualized education plans are now being coordinated with the curriculum objectives. "We also are making sure the objectives are being taught adequately," says McAbee, whose schools enroll about 1,200 students.

In the **Dakota, Ill., schools** the teaching staff in all grades has developed a set of "major expectations" for students in each subject area at each grade level, including all courses in the high school. Not more than 10 expectations are listed for each area, but students are expected to achieve each of them during the course or program. Teachers know it is their responsibility to see that each child achieves these goals, says Superintendent Charles Norland, "and are expected to continue to hammer away until students have mastered them." Teachers decide the approach or instrument that shoul' be used to evaluate the achievement. Teachers also review

12

The previous numbered page in the original document was blank.

and revise the expectations and evaluations annually.

"The benefit of this approach," says Norland, "is that the curriculum is reduced to five to 10 major statements at each level, which a teacher can review and comprehend in a few minutes, understanding their instruction responsibility quickly." It also allows teachers to have a great deal of autonomy in terms of classroom activities or instructional materials and timelines, he points out. "We place little emphasis on standardized tests," Norland explains, "and most evaluations represent a criterion referenced approach." Standardized tests, when used, serve mostly to make sure that the criterion referenced approach is on track. The 1,055 students in the Dakota schools rank in the upper 25% in all achievement categories, according to Metropolitan Achievement tests.

The Curriculum Council in the **Wood County schools at Bowling Green, Ohio,** goes beyond the professional staff. In addition to teachers and administrators, it includes a board of education member, a parent or lay person and a representative from the central office. Over a five-year period, beginning in 1976, this council has directed a total review of all areas of the curriculum for each grade level. Sub-committees developed overall objectives, then specific ones and outlined the content and skills at each level, being careful to avoid gaps and/or overlapping from one grade to the next. The sub-committees also provided lists of materials, textbooks and supplementary materials, and outlined evaluation techniques to be used. These reports were reviewed and adopted by the Curriculum Council, then passed on to the school board, the county board and the State Department of Education. Follow-up includes reviewing textbooks for possible changes, providing in-service training to teachers on a continuous basis, and reviewing and evaluating the curriculum plan based on student progress.

The plan had serendipidity, say curriculum consultants Nancy Buchanan, Lois Sonnenberg and Dottie Hillerich. Not only did it open up communication among teachers of the same grade levels and teachers across grade levels, but it also brought administrators into a "working relationship" with teachers. All teachers were involved, they report, and every teacher participates in evaluating textbooks and other materials.

Doing Big Things With Few Students

The **North River School District near Brooklyn, Wash.,** has 45 students, a condition that is not likely to change in the near future, according to Superintendent Louis Wildman. With so much knowledge spinning out of information systems—soon to be accessible to the North River schools through new technologies—it is especially important for students to master the basics, he says. And this is the focus of the curriculum program. But Wildman has added something else—an understanding of the "modes of inquiry in each discipline." Since scientific facts change so rapidly, he points out, "the best way to learn science is to do science, to perform experiments and learn how scientists think. One cannot learn all of science, but one can learn scientific habits and the scientific method." This follows throughout the school curriculum—the best way to learn to write is to write, the best way to learn about art is to work alongside artists, the best way to understand about responsible caring for others is to reach out and help people in the community.

Special happenings in the 1980-81 curriculum for North River's students include a weekly newsletter from one of the elementary classes; a new four-year vocational agriculture program that provides students with job entry level skills and covers the growing of food crops, carpentry, welding, small engine repair and forestry; a new program for the gifted in the high school curriculum based on a study of original masterpieces such as Socrates' *Apology* and *Don Quixote;* addition of an aerobic program to the physical education offerings, which already cover individual, group and team recreational sports; and an emphasis in the home economics program on the homemaking skills of many countries, to broaden cultural understanding among students. Private music lessons are available to all students; a master/apprentice method is used in art and craft programs, with the school campus seen as a place of art. Next year the math program will have a computer, and the school will have a video-disc equipment, enabling students "to watch and hear

excellent, illustrated lectures given by outstanding teachers throughout the world."

At the Heart of the Curriculum

Superintendent Louis Wildman sees strength of the tiny school as the teachers who are expert at doing the human side of teaching: "Asking questions that provide evidence of the student's train of thought; involving students in the quest for knowledge; asking the student what principles he or she used in gaining the answers. How a student thinks a problem out is often more important than getting the exact numerical answer." Models are important to children he emphasizes: "Who will believe an overweight physical education instructor or a non-performing music teacher? Our physical educator and my secretary run every day, and our music aide performs in the community."

In **Warenda, Mo.,** the 30 high school students are bused to a neighboring community 10 miles away, but the 40 students in grades K-8 stay close to home, with a varied curriculum available. There are only three and one-half professional staff members. Principal Ed Castle says, but well-integrated use of instructional TV supplements the curriculum considerably. A music teacher comes once a week, and two highlights of the year are all-student vocal programs at Christmas and in the spring. Every other week, the students ride a bus to the county seat to visit the public library. The school system contracts with consultants for special needs, such as speech therapy. In addition, an extended day allows the school to provide a breakfast program (over 75% of the students receive free or supplemental food services).

"The staff is talented, and versatile," says Castle, "and the community is totally supportive of the school." The building, constructed in 1934, has a gymnasium, stage and dining room, as well as classrooms and offices. It has become a community center. Castle admits there are alternatives facing schools as small as that in Warenda, "but it seems to us our plan is best for the community, its people and its students . . . We will continue to be a small, proud rural community."

The **Klemme, Iowa,** schools are big compared to those in North River and Warenda, small compared to almost all others. Superintendent Dick Corricle, incorporating many little ideas and big goals, has fashioned a "total" program for the district's 230 students. It includes:

* Pre-kindergarten program to give children an extra boost in physical and social activities. It meets two hours in the afternoons three days a week; parents pay $25 a month to help cover costs.
* Magic Circle for elementary students, focusing on self-understanding and human development, scheduled two or more times a week as teachers see fit.
* Crossing grade lines to extend grouping according to needs in reading.
* Resource rooms, in both elementary and secondary levels to help students work on specific learning problems, staffed by two full-time teachers and two part-time aides.
* Work-study program, available to seniors for career exploration for credit.
* Computer instruction, offering over 2,000 topics and available to high school students from morning until night.
* Individualized programs for students not capable of doing regular classroom work, with special instruction provided by a full-time teacher aide.
* Exploratory program of special classes for the junior high school students in home economics, shop, typing and art, offered each quarter.
* Gifted and talented materials, put together during a special summer workshop for teachers.

The school district, like many others, faces budget limitations, says Corricle, but much of the supplemental activity for students and teachers has been financed by aggressive grant-searching. One of the pay-offs for expanding the curriculum as much as possible—all of the secondary grades ranked above average on the Iowa Test of Educational Development.

Reaching Out To the Very Youngest

For the past seven years the **St. Elizabeth, Mo., school district** has worked with three and four-year-olds in the community, seeking to prevent remedial programs later on for its 350-student school system.

For the three-year-olds, the school system provides diagnostic services, giving parents information on how they can best help their children. Except for the cost of the test, there are no additional expenses because special education personnel are relieved of regular duties during part of the first week of school to do the diagnoses. For the four-year-olds, the schools have an educational toy exchange; each child is exposed to 30 different educational toys that they keep for one week each. The cost here also is minimal—a school secretary takes about two hours a week to schedule the toys for about 25 children, and replacement cost of the toys runs less than 10 dollars a year for each child. Those youngsters who score below average on standardized tests are visited once a week by a teacher, traveling in a mobile van purchased with local funds (Title I covers the cost of the teacher).

The goal for these students, says Superintendent Ray Doerhoff, has been to have them gain an average of one month for each month they are enrolled in the home visit program. "We have been able to exceed this for each of the past seven years," he says, "and have had an average gain of about 1.4 months for each month in the program."

After these two years of getting ready, the children enter an all-day kindergarten program when they are five. The kindergarten students have increased in percentile rank on the Stanford Early School Achievement Test each year since the program began, Doerhoff says. In the last testing, 50% of the class reached the top limit on at least one section of the test.

"Another testimonial to the success of this program," he says, "is that we have been able to secure 100% cooperation from the parents. During the past seven years we have served every 3 and 4-year-old in the district, an unusual record for a voluntary program."

Meeting Competency Requirements

Like thousands of schools across the country, the **Orange County Public schools in Virginia** faced making sure all the students could pass the state's minimum competency test. According to Superintendent Renfro Manning, the county schools, enrolling about 3,700 students, give each ninth grade student a locally developed basic skills diagnostic test. Those who are identified as a "poor risk" for passing the state minimum competency test are assigned to the appropriate basic skills lab where they stay until the diagnosed skill deficiencies have been overcome. The heart of the skills lab, especially for math, is the use of microcomputers, a flexible system that allows teachers to write their own lessons for the equipment.

In most schools a remedial class is looked down upon, says Laurie McCullough, who runs the math lab at the high school. "But here, the other kids are envious that the remedial class has microcomputers. Suddenly, this class has status."

The number of seniors who fail to pass the state competency tests has been reduced to less than 2%, says Manning. Another advantage of the program, he points out, is that students and parents are told, well in advance, of the skills that need to be worked on for graduation.

In the **Beverly City, N.J., schools,** students in the middle grades (6-8) of this suburban district are enrolled in a developmental reading program. Combining local, Title I and state compensatory education funds, the school system teams remedial instructors with regular classroom teachers to provide comprehensive, nongraded remedial reading instruction. Superintendent Glenn Gray reports that students identified as needing help are grouped according to reading deficiencies.

Setting Specific Goals

In the **Oakridge public schools at Muskegon, Minn.,** staff and administrators have set writing and spelling as a district-wide goal for the 1,800 students. Each of the four building principals and their staffs planned activities to make improved writing and spelling skills a special emphasis in all classrooms. They developed timelines, presented

periodic reports to the school board, and established a monitoring system and an evaluation system. "The success of the goals was very apparent at the end of the year," says Edwin Bredeweg, assistant superintendent.

When the **Kansas Community Schools in Kansas, Ill.,** developed mini-courses for its high school English program, it kept a core of learning. The school system wanted to give students some selection in the English program, reports Superintendent Edgar Gaskill, and the nine-week courses have increased student interest in the study of English. However, the staff made certain that language arts, including grammar, punctuation and spelling, were stressed consistently in all of the mini-courses. "It is more work for the staff," says Gaskill, "but they feel it is worthwhile."

Serving the Gifted and Talented

The **Little Falls City Schools, New York,** a small school system with 1,300 students in an urban setting, realized that programs for the gifted and talented often are too fragmented. Superintendent William Bradt developed a continuous program, K-12, by bringing together three separate programs for continuity. The first, beginning at grade three, uses a grant from Talents Unlimited to instruct all students in the use of higher order thinking processes, as developed in Bloom's Taxonomy. Regular classroom teachers are trained to do this. Second, through the regional service agency, upper elementary and junior high school gifted and talented students receive enrichment programs. The third stage, for high school students, will use grant monies to extend the enrichment.

The **Wayne City Community Unit 100 Schools, Wayne City, Ill.,** use competitive academics to challenge their intellectually gifted students. "In a small rural community it is difficult to have enough resources to provide gifted education to all qualified students in all areas," says Superintendent Donald Sutton, "so we have developed competition with many surrounding schools in academic areas." These include a Scholastic Bowl for five-member teams from each school. Eight to 16 teams compete for a traveling trophy, and an all-star team is chosen every year. "Live radio coverage and plenty of newspaper publicity make this a big event for our students," says Sutton. Other competitions include a math bee, a spelling bee and a penmanship contest. For almost all of the events, the schools combine a science fair, short music recital or an art exhibit in order to give exposure to special efforts in other parts of the curriculum. Community turnout for the Scholastic Bowl has been great, the superintendent says.

Pairing Gifted and Talented

Children especially talented in art in the Lawrence Township schools at Cedarville, N.J., were paired with academically gifted children to research and select a topic to be depicted in a mural in the hallways. Some of the students chosen to paint the murals had been discipline problems, reports Charles McGlone, administrative principal of the 350-student school. "Murals on the walls were a constant reminder to them that they could be successful, as well as examples for other students," he says. "Vandalism decreased considerably."

For only 800 dollars, the **Frewsburg Central School, Frewsburg, New York,** gave gifted middle school students a summer program in ecology, using the resources of a nearby wildlife sanctuary. Funding came from a Title IV-C minigrant, and although small, was completely successful in relieving the boredom of 30 pupils, reports Superintendent S. Ralph Marra.

The **Hazen, N.D., schools** have spearheaded a cooperative effort with surrounding schools to identify gifted and talented students in the eighth grade, then place them in a progressive program for the next four years to motivate, provide materials and develop their self-awareness. According to David Smette, superintendent at Hazen, the students from different schools come together on a regular basis and also travel to nearby college campuses for enrichment.

Adding on Through Correspondence

For the past four years the **Liberty High School in Spangle, Wash.,** with only 185 students, has

dramatically expanded its currriculum through correspondence courses. The plan has worked especially well in vocational subjects, according to Supt. Stephenson Youngerman. "Many poor students were turned around into excellent correspondence students once they found something they really wanted to learn and realized the value of working toward a vocational goal," he says. Correspondence courses also serve as a career counseling and exploration tool, he says, because students can explore as many subjects as they wish by doing sample lessons before selecting a particular vocational area.

The school purchases courses from commercial correspondence schools and four-year colleges and universities, and is now moving into a phase where the local community colleges work with the high school staff on the development and use of vocational correspondence courses.

One of the bonuses, says Youngerman, is that teachers learn how to manage independent and individualized learning. And it is an excellent way for a small school to provide programs to meet the needs of all regular and special groups, including the handicapped, disadvantaged and talented, he says.

Because it reduces drop-outs, the program easily pays for itself, according to Youngerman. He advises any school system thinking about integrating correspondence courses to thoroughly study the program and how it operates before trying it out, select teachers to manage the program who believe in individualized instruction and move into the program gradually, doing it only on a demonstration basis the first year.

Wiring in to the Community

Eight schools in **Trempealeau County in west central Wisconsin,** are linked with each other and with the total community is this sparsely populated rural area that has "more cows than people." The Trempealeau County Telecommunication system, initially financed by the Kellogg Foundation, is rapidly becoming a model for rural communities throughout the country. The two-way cable television network allows the schools to have both audio and video contact with each other; to provide classes in advanced areas, supplement work for the gifted and talented and give in-service training for teachers. The schools are linked to a public access channel connected to the county courthouse and staffed by senior citizens, reports William Urban, superintendent of the 600-student Blair public schools in the county.

Some of the subject areas that have been made available to all of the schools are social problems, arts and crafts, guidance, advanced math, foreign languages, forensics and home economics. The schools are exploring ways of using the system for the needs of the handicapped, homebound students and special programs that are short-term for large group instruction. It also is expected to be a good resource for vocational education.

Community-wide planning, with school personnel playing a prominent role, provided the framework for the project. The feeling of the 25,000-population community is that "the communication technology provides the learning opportunities to be extended to literally everyone in the county, at every age and basically, in every circumstance of life, and the challenge of the project will be to meet those individual needs."

HAVE YOU THOUGHT ABOUT . . . ?

J Combining public service with hands-on experiences to improve the vocational education program? In the **Bloomer, Wisc., schools,** high school students are offered a field conservation class, given in a two-hour time block. Taught by the agriculture teacher, it features actual work on school forests, area streams, public parks— all with the idea of improving the environment. Superintendent James Munro reports the project has earned the school national recognition in the Future Farmers of America.

* Drawing from the community for vocational education opportunities? In **Arthur, Neb.,** local craftsmen are given vocational certification so they can help in such areas as auto mechanics, metal work, oil

painting and pottery. Superintendent Sherman Hirsch adds that local resources are better than anything the school district can provide, with only 46 students in the high school. For example, the auto mechanics class is held in the local repair garage. Superintendent William Cornelison at **Middletown, Calif.,** reports that their high school students in vocational auto classes spend one semester working under supervision in four local service stations and garages for credit.

* Looking around for surplus property that could be turned into an environmental center? The **Windber, Pa.,** schools (Windber Area School District) owns a 25-acre camp with nature trails, recreational areas, playground facilities and a lodge housing up to 60 students and staff. As an outdoor classroom, the camp is used for forest and field ecology, stream study, geology, pioneer history, arts and crafts, astronomy and group socialization skills. The campsite can also be used for football practice, band practice and other musical activities, reading programs, science classes, clubs and general recreation. The camp environment, says Superintendent Ray Trouxell, Jr., turns passive learning into active, hands-on experiences.

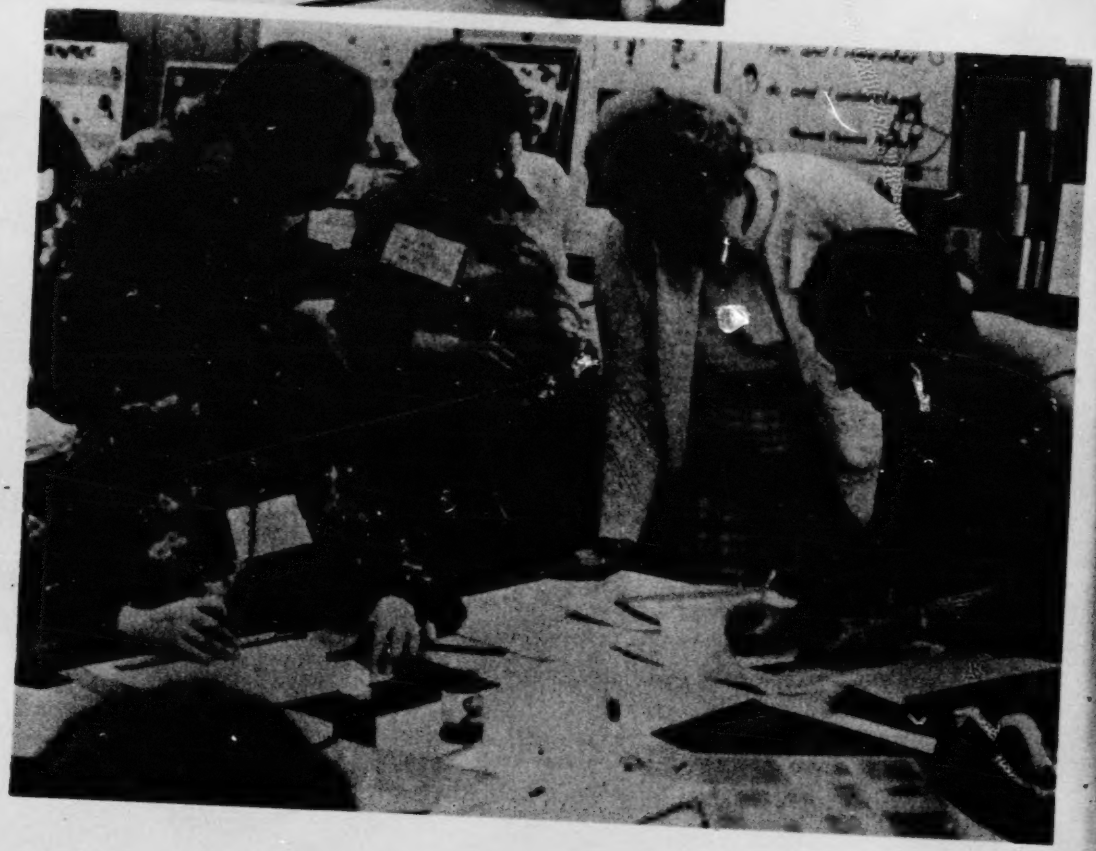
* Using local community college course offerings to supplement the high school curriculum for eligible students, as does the **Dunsmuir, Calif., Union High School?**

* Making sure that "imported" cultural events always provide in-depth experiences? Superintendent Harold Means at **Ludlow, Ill.,** says that "storytellers," theatrical groups and puppet shows have all included showing students how to develop skills themselves. These programs stimulated interest in language arts and creativity, he said.

* Developing a human resources library to supplement the curriculum? At the **Roscoe Central School, Roscoe, N.Y.,** mini-programs are provided during and after the school day by senior citizens, community experts and parents and teaching staff. Coordinated by the building librarian, the resource persons have "shared" ("the word 'teaching' scares some people off," says Superintendent John Grant) their expertise in such areas as fly fishing, facial make-up and East Indian cooking. In the **Folsom Elementary School, Folsom, N.J.,** teachers provide mini-courses, based on their interests and hobbies, every Wednesday afternoon for eight-week periods. Courses have included macrame, ceramics, disco, chess, small motor repair, drama, sewing, and soccer. "It is a very wonderful time for motivation and morale-building, especially of teachers," says Sandra Sternfels, administrative principal of the 330-student school.

* Re-organizing the curriculum around skills and grouping students according to needs in each area without regard to age? Vickie Esarey, administrator of the **Dixie, Wash., elementary school** (with 42 students), says they found "we could use each teacher's best skills to the advantage of all students." The reorganization, after two years, produced significant student gains on the California Achievement Test, she says.

* Using teachers during the summer to work on curriculum and instructional improvement? In **San Jacinto, Calif.,** Superintendent Don Wickert reports that teachers have worked on math and language arts, developed manipulative math materials, planned bilingual programs, and organized an ethics education proposal. This approach, he says, allows the district to improve its educational program at a very nominal cost and to reward better staff members. The teachers who work on the projects help implement them into the curriculum.



"The superintendent must spend time with each staff member, listening as well as talking."

Ray Rummler,
Superintendent,
Platte County School District
Guernsey, Wyo.

BEST COPY AVAILABLE

Working With Teachers

No problem disturbs the small school district administrator more than obtaining enough good teachers. They are the soul of a small school when they are excellent; its nemesis when even one falls below community standards.

Time and time again, those answering the AASA Small School Districts Network survey cited finding and retaining well-trained teachers as the major key to improving their schools. One reason the search is so difficult is that few teacher training institutions offer special orientation for those who want to teach in small schools; most don't even encourage teacher candidates to think about small school environments. Consequently, the 790,000 teachers in public rural schools, for example, "have had little or no special preparation for the unique circumstances of teaching in a rural school," Ivan Muse of the Education Department at Brigham Young University points out.

The "unique" circumstances include more personal contact with parents and community, more class preparations and more assigned after-school activities, he says. To that could also be added frequently lower salaries than elsewhere and limited social and cultural choices, which tend to discourage younger teachers.

Teachers must see and accept the differences in small schools, points out the superintendent from Green Mountain, Iowa, because "in a small school, we must work as a unit." Many school administrators wish teachers in small schools could be more flexible: "Instead of some unnecessary courses in college, they should get at least two majors," wrote one.

One great advantage, however, that comes through in almost every successful idea submitted by school administrators, is the "open" policy in small schools where teachers are truly members of the team.

CHAPTER 2

Working With Teachers

Teachers As Part of the Team

Every month the **Kiel, Wisc.,** school board turns its second regular meeting over to teachers, in a sense. At each of these sessions, different groups of teachers present to the school board the goals of their department or grade and show some of the materials and equipment they are using. The presentation is made by four or five teachers from a grade level or a subject area, if they are secondary school teachers. This has been going on for six years, during which time all of the 96-member staff have met with the board and talked about their programs. The presentations are starting over now because some of the board members and teachers are new.

"It is a good way for staff members to express their concerns for teaching materials and books in a positive setting," says David Basseuner, district administrator. "We have found that while the teachers are usually very nervous about the presentation, they have all done a great job and both the board and the staff feel better about each other. This has carried over into the administration/staff relationship so that in the past 10 years we have not had a grievance filed that was not settled at the building level."

Bassuener adds that the idea benefits the school board also because it gets them to think about education and educational programs: "We all know that money is important and eventually all of the items revert to dollars, but at least the board understands the curriculum a little better and the decisions they make are based on more than just dollars."

Teams are the way of working things out in the **Itasca School District, Itasca, Ill.** There, Superintendent John Tarter has faculty advisory councils in each building; a district-wide curriculum advisory council, monitoring all curriculum development, studies, and the curriculum cycle of major areas year by year; and a resource assessment team in each school building (three buildings with 1,022 students), which looks at how to improve special and support service, instruction, corrective reading, team teaching and student grouping.

One teacher from each of the four buildings in the **Weld School District at Johnstown, Colo.,** form the superintendent's advisory council. It meets monthly with Superintendent Ken Fritz, understanding that it is not to handle items which should be the concern of the building principals nor should it become a "complaint" group. Fritz and the teachers on the council work cooperatively on different projects throughout the school year, such as revisions of the school calendar, curriculum proposals and personnel policies. Teachers appreciate the opportunity to talk directly with the superintendent, he believes.

Superintendent Norman Linton of the **Unified School District #328 in Lorraine, Kan.,** has a similar district advisory council. Its members are selected by building advisory committees in each of the five schools in the 550-student district. The district-wide council meets with the superintendent monthly, usually to discuss ideas and suggestions that have come from the building committees. Suggestions which are looked on

The previous numbered page in the original document was blank

21

favorably by the district council usually are relayed to the building principals and/or the board of education, Linton says.

Wayne Cook, superintendent at **Marionville, Mo.,** meets with the entire staff of 46 after each monthly board meeting to report on what happened. "This procedure has been very helpful in building staff morale and confidence in the administration and the school board," he says.

In the **Westfield Washington Schools at Westfield, Ind.,** this kind of post-board meeting consultation is carried further. Superintendent William Sharp, following each board meeting, meets with faculty representatives from each of the three schools in the district, the principals and the business manager. These meetings provide a chance to discuss the board actions and to present concerns from all sides, he says. "In the spring, this group becomes the collective bargaining group. Since it has been able to solve many problems throughout the year, and develop confidence in each other, "a good atmosphere is present for successful bargaining in the spring," says Sharp.

Developing, Evaluating

In the **Chittenden Central Supervisory District at Essex Junction, Vt.,** teachers designed a survey to find out what teachers thought of current staff development and inservice programs. The school administration learned there was room for improvement. Teachers found sessions sometimes boring and non-productive, says Christine Barnes, assistant superintendent for instruction. Some even complained "We'd rather be teaching." So, administrators and teachers began to work together on an inservice committee, planning around what teachers wanted.

For example, elementary teachers said they felt isolated in their school and out of touch with the other five schools in the district. The solution? The inservice committee organized district-wide programs. A dynamic speaker starts things off in the morning, followed by mini-workshops on suggested topics in the afternoon. There is a mid-morning break with refreshments, and a potluck lunch, followed by a session on New Games before the afternoon workshops.

Teachers also saw resources all around them but complained of too little time to talk or learn from one another. Solution? The inservice committee set up a series of after-school workshop courses in a variety of subject areas conducted with "in-house" talent. These covered such subjects as classroom management, career education, mini-computers, natural science, expanding curriculum for the gifted and talented and speech/language skills. Teachers received recertification credit for participating which counts on the salary schedule.

Realizing that teachers with highly specialized training might not get much out of the general inservice days, the committee, at one program, provided 25 mini-workshops on a variety of topics, such as global awareness and special education. Nearly every content area was covered, as well as those of personal or unusual interest—e.g., coping with stress, a session with the superintendent (well-attended) and the impact in the classroom of children of divorce. Teachers give immediate feedback on the inservice programs through an evaluation sheet. "Teachers are beginning to understand that we're working for them, want and need their ideas and will implement what they wish, if at all possible," says Barnes.

The schools at **Alma Center, Wisc.,** provide regular weekly times for inservice training. The school board felt it was responsible for setting aside time during the school day for teachers to meet and work together, explains Superintendent John Oakeson. So it decided to start school an hour late every Monday morning. Added to the normal reporting time for teachers before school begins, this gives the faculty an hour and a quarter to meet together. The Monday morning sessions have covered such topics as evaluation of the curriculum, minimum writing requirements, gifted and talented, the use of the computer in classrooms, micro-fiche and micro-film, body language and the use of video tape.

The daily class schedule for students is adjusted to accommodate the inservice time. On Mondays, students go directly to their second hour class. For the rest of the week, the first period is longer than the other periods, and by the end of the week

22

students have been in each class the same amount of time.

Community Standards for Teachers

A number of small school administrators are using mode teacher evaluation and development plans, particularly the one originated by Madeline Hunter of the Laboratory School at the University of California. Other administrators develop their own. In the Jackson Center schools in **Jackson Center, Ohio,** Superintendent Jerry Klenke has a teacher appraisal system based on district standards. The standards say what is expected of a teacher in six areas: instructional effectiveness, student relationships, building responsibilities, parent community relations, professional growth and personal qualities. There are specific criteria under each area. Staff members are rated as either exceeding district standards, meeting district standards or not meeting standards on each criterion. Teachers are given notes about their deficiencies, with suggestions about how to overcome them. This system, says Klenke, "is specific about both administrative and staff responsibilities in evaluation."

In **South Texas, at the Freer Independent School District,** teachers have an opportunity to "see themselves as others see them." The media center coordinator rotates a TV recorder among the classrooms. Teachers are trained to operate the equipment, and at the next conference period they are able to view how they appear to the students. After watching the videotape, the teachers may erase it. "We have found that teachers feel alright about reviewing themselves on video provided others don't watch them," says Superintendent James Doughty. "Each teacher who has gone this route has found a number of characteristics or idiosyncrasies which they wish to change. Most of these changes are very rapid and make for an immediate improvement in classroom instruction." Doughty says they cover such things as "I never realized that I teach while looking out the windows so much," and "I don't even let my students ask a question," and "I'm constantly wiping my forehead." Some of these are difficult subjects to talk to teachers about—unless they find them first, he points out.

Teachers as Budget-Makers

In the **Nora Springs-Rock Falls Community Schools at Nora Springs, Iowa,** teachers are in on budget-making from the very beginning. Each year, the schools build their budgets from zero, tailoring them to need rather than the amount spent the year before. Teachers must put items in order of importance, and after all budgets have been submitted to the principals (there are two schools in the 650-student system), the principals review the total budgets with the teachers. The budgets then are sent on to Superintendent Clark Dey. He reports the system has worked well and teachers like it.

The same idea is working in the **Posen (Mich.) Consolidated School District,** where there is one school, K-12, for the 450 students. All staff have a direct part in the formulation of the budget, reports Superintendent Ronald Mrozinski. They are expected to determine their needs, give them priority and be responsible for cuts, if necessary.

In a detailed budget procedure, begun each year when the staff is asked for its suggestions, each staff member receives a total packet for background and procedural help. It includes a budget request summary, a cost guide, a budget calendar, sheets explaining the object of the proposed expenditures, and a letter from the superintendent explaining everything.

Morale Boosters/Helpers

When the morale of teachers was low because of built-up mistrust in the **Blanchard, Okla., schools,** the faculty approved a "moratorium" on the grievance procedures (by a resounding vote of 37-4). The moratorium was to last until the end of the first semester (of the 1979-80 school year). During the moratorium, says Superintendent Frank Cuzalina, the administrators and school board began to use "positive thinking" to improve the overall educational environment of the 840-

student school system. The board implemented personnel policies concerning accrued sick leave, salary increases and improvement in sick leave, showing their concern and support for the general welfare of teachers. And the teachers responded, Cuzalina says, "by working harmoniously with administrators and board members to pass a $375,000 bond issue, by completing a student handbook, and generally by exhibiting a feeling of pride in their role." Mutual trust, teamwork and cooperation became the rule instead of the exception, he says.

Cooperation is a key word in the **Cherryvale, Kan., schools.** A teacher/administrator advisory committee meets monthly with the superintendent to discuss such topics as inservice activities, school calendar, insurance coverage and employee socials. In addition, however, for the past two years Superintendent Marvin Johnson has used a short pre-negotiation conference. The school district pays for up to four substitutes for the pre-negotiation sessions. He credits this approach with diffusing problems.

A district review committee and a fair share policy provide an alternative to collective bargaining for the **#50 Joint Archuleta County schools at Pagosa Springs, Colo.** Superintendent Terry Alley reports that the district review committee includes representatives of all employee areas, as well as a board member. They meet on a monthly basis, with no restrictions as to the items they may consider. Any employee is welcome to meet with the committee, which acts in an advisory capacity to the school board and the administration.

The fair share concept guarantees each employee group a fixed percentage of new money coming into the district from the state. This has been in operation for five years and has eliminated many salary negotiation problems, according to Alley.

Don Brann, principal of the 400-student **Wilsona school in East Lancaster, Calif.,** uses what he calls teacher "bank accounts" to encourage their support of state and federal categorical programs and their use of a broader range of curriculum materials. Each teacher is credited with an amount of program funds, depending on the resources, at the beginning of the school year. During the year, teacher purchases are debited to the proper account, and teachers are given periodic status reports on the balance in their accounts. Purchases are limited to curriculum supplies and materials, with the most common being workbooks, kits, multi-media materials and supplementary supplies. Except for checking on duplication and price, the program administrator approves all teacher requests. Previous experience in the school showed that materials purchased by a principal or a resource teacher frequently "ended up in a closet or on a shelf gathering dust."

Brann reports that the rewards to the school are substantial—improved teacher morale, program acceptance and curriculum development because some decision-making is shifted to them. To avoid "empire building," the supplies remain with the program if the teacher should transfer where the program is not funded. Vendor reaction, however, has been mixed, says Brann. They like to demonstrate materials to teachers who have the authority to make the purchases, but they often have difficulty making contact. Organizing material "fairs" can help, he suggests.

A Consultant for Teachers

Staff morale has a high priority in the **Morris Elementary District #54, Morris, Ill.** Superintendent Dale Barr is pleased with the results of the use of an out-of-district consultant to meet with the staff and have them do a written evaluation on the building principal, superintendent, school board, buildings, custodial service, food service, special education, materials and salaries. The evaluations are not signed by teachers, and a summary of the results goes to the administration and the school board, with copies also available to the entire staff. This is done every three years, with evaluations in the intervening years to tell the board what improvements have been made on points that received low scores.

HAVE YOU THOUGHT ABOUT . . . ?

* Informal ways of communicating with the staff? In **Pentworth, Mich.,** the staff (21 members) meets monthly with the school board for breakfast. The faculty advisory committee at **North Salem, N.Y.,** meets every month with the superintendent for a long afternoon, ending with dinner together.

* Regular reminders from administrators that they are instructional leaders first? The high school principal in the **Guttenberg Community School at Guttenberg, Iowa,** sends daily or bi-weekly memos to teachers on how to improve their teaching skills and teaching effectiveness.

* Using specific job descriptions for clerical and non-certified help to allow the superintendent to delegate responsibilities? Roy Rummler, superintendent of the **Platte County School District #2 in Guernsey, Wyo.,** says these job descriptions for the noncertified staff makes them feel more important and, consequently, do a better job, "and I'm able to go about improving the educational program."

* Making sure that interviews with prospective teachers get down to basics? Superintendent Robert Weller at **Washougal, Wash.,** uses a team interview, with the team developing from four to eight questions to be asked of applicants. The applicants are given the questions, typed on cards, in advance of the interview, then have the freedom to answer the questions at their rate and in their selected order. "The applicant knows what is important to us," Weller says. "We appear to be organized to the applicant; we listen and we don't play interview 'games.'" In four years time the teams have interviewed applicants for 25 vacancies, and "only once has the one we wanted turned us down." In the **Westwood Unified School District, Westwood, Calif.,** Superintendent S.C. Clary asks job applicants to write a paragraph or two about what they believe to be the best way to educate students. "That can be very revealing," he says.

"Adequate scheduling for a small high school needs a staff willing to work for a wide variety of offerings."

Supt. Ann Freers
Aspen School District RE-1
Aspen, Colo.

BEST COPY AVAILABLE

Scheduling Successfully

A promising step, says Paul Nachtigal in his study on improving rural schools for the National Institute of Education, "is to move toward a more integrated curriculum using longer blocks of time and allowing schools to cooperate in hiring subject matter specialists." Under present organization of schools, this is difficult. When subjects are taught daily in allocated time slots, and specialists shared by schools have to drive long distances to spend time in each school each day, the advantages are lost. More flexible scheduling in small schools that would allow, for example, a science specialist to spend a half day each week in one school would improve the teaching, Nachtigal says.

The Small School Districts Network survey indicates that school administrators are trying for that flexibility, working out problems as they occur and as best they can.

27

CHAPTER

3 Scheduling Successfully

Extending the Periods, The Day

A 75-minute class? Teachers in the **Dunsmuir Union High School District, Dunsmuir, Calif.,** weren't so sure when it was proposed by Principal/Superintendent Hal Christensen. "My first impression was utter panic—what was I going to do with a class for that long?" commented home economics teacher Jolie Manley. But the classes only meet every other day, and Manley discovered, as did other teachers, that she liked being able to have a day to go over the material before actual presentation and liked being able to thoroughly present an idea or unit to a class. Another teacher found that he could check each student's homework before he/she left the class (homework being for learning and not busy work at home). The new schedule opened up opportunities for one-period field trips and for projects outdoors. Presenting two successive lessons in one period in algebra, says the math teacher, has helped students to see the continuity of building concepts upon one another. An English teacher said the longer period gives her time to work out of two or more books each class and accomplish both short-range and long-term assignments. She is available to help on homework assignments, with the completion rate increasing by about 60%. In drama-speech, she said, "we can rehearse, work on publicity and stage construction, costumes and all the other technical aspects that demand so much time."

Superintendent Richard Kuball of the **Independent School District #72 in Mapleton, Minn.,** describes how his school, a single building for 600 elementary and secondary students, went the other way. "With state department approval and a cooperative faculty, we went from a conventional seven-hour, 55-minute period scheduling system to an eight-hour day in which each period was dropped to 45 minutes," he says. This gave his high school students a wider choice of subjects. For example, under the old system every student had to take one course in English that covered literature, language arts and speech. Now, each student chooses from a variety of courses in the eight-period day, such as general literature, English literature or college-preparatory language arts. "The key to the whole system," says Kuball, "was the cooperation of the high school faculty. To a person, they were willing to teach an additional class, and they liked the idea of shorter periods."

When the small urban **Chadron City (Neb.) High School** went to a seven-period day, it, also, expanded choices for students, adding an additional 20 courses with no additional classrooms or staff, according to Superintendent Richard Eisenhauer. Further alternatives became available when the city schools and the Chadron State College developed a cooperative vocational education program for the high school students, who are far from a state vocational school.

The **Mallard Community School, Mallard, Iowa,** wanted to offer students as many activities as possible, but realized the transportation problem for parents of its K-8 enrollment. Through an extended day, for which staff members receive an extra stipend, it is now able to

The previous numbered page in the original document was blank.

include all extracurricular activities such as marching band, swing choir, stage band, speech, drama, newspaper and yearbook. According to Superintendent Dale Kanack, students not in extracurricular activities have an extra 45 minutes of time with the staff in the areas of math, science, language arts and social studies. Some "extras" are offered in the extended day, also, such as career exploration, micro-computers, typing and foreign languages.

Deciding Where To Be Flexible

William Dobney, principal of the **Moyock Elementary School in Currituck County, N.C.,** was bothered by the constant "in and out" of regular classrooms by students needing special services. His students were being pulled out for compensatory education, gifted and talented enrichment, speech and hearing therapy and other "special" classes. Dobney's answer to the problem was to set aside a block of time for these special classes, called an "enrichment" period and scheduled for each class every day. Students left in the regular classroom during this enrichment time review and/or practice skills already covered in reading and math. Therefore, says Dobney, students attending the special classes do not miss out on new material presented by their regular classroom teacher. Dobney advises anyone developing such a schedule to be sure and not assign a large number of the students needing enrichment to any one class. This schedule has been so successful that the other three elementary schools in the county have adopted it, he says.

In the suburban K-8 **Washington School at Garwood, N.J.,** a similar plan is providing flexibility, says Superintendent James Callam. Grades 4-8 are departmentalized, and in the school's eight-period day the time block following lunch is called RED (remediation, enrichment and developmental). During that period, teachers can concentrate on their area of specialization, such as reading, math or science. Another innovation at the school is for 7th and 8th graders to be grouped homogeneously so that the top group can receive enrichment. A course in Latin for this group has significantly increased their understanding of word meanings and vocabulary, Callam reports.

An Extra Beginning

Staff in the **Sanford Independent School District, Fritch, Texas,** realized that up to 25% of the kindergarten students, year after year, appear to not be physiologically ready for the first grade. Most of them are boys, says Superintendent Chester Cunningham, and they generally are six to nine months younger chronologically than other kindergarten youngsters. Using teacher observations and instruments designed to developmental age, these young children now are placed together in a readiness program for a year between kindergarten and first grade. According to Cunningham, statistics show the number of failures in succeeding years is significantly reduced, and the number of students placed in remedial groups also is significantly less.

This idea differs from other Head Start programs, Cunningham points out, because it assumes children can't perform certain educational tasks until they are auditorally and visually ready. The idea is to give the natural development of a child time to mature.

Take To The Air

Few school districts have this problem, or this solution, but it gives some idea of the diversity of small schools. In the Southwest Region School District, headquartered at Dillingham, Alaska, there are no roads between school sites. But there are students at each school who want to be involved in athletics and compete, both boys and girls. Through trial and error, says Superintendent Peter Flisock, the district has developed a completely integrated equal opportunity sports program. The students fly to games in a chartered aircraft. It works this way—the boys sport is scheduled at one location, and the corresponding girls sport is scheduled at another location on the same day but with offsetting times. The boys fly to school A, the girls to school A are picked up and flown back to the school from which the boys came, and then the plane makes return trips. "We are getting maximum efficiency from the aircraft, and making our sports activities equal," Flisock says.

Promoting Part-Time

In California, school districts may not lay off teaching staff because of reduced funding. Pinched financially but not wanting to reduce services, the **Arvin School District** school board explored the possibility of some staff wanting to work only part-time. Out of a teaching staff of 67, five volunteered to work on a part-time schedule. For example, in the fourth grade a teacher began the school year, but worked only for the first semester. In the junior high school, two staff members are teaching home economics on alternate days, and one staff member is teaching art on alternate days. The school system has saved two-and-one-half salaries, reports Larry Reider, director of support services. It is supplying full-year medical, dental and vision coverage to the part-time employees, but hopes to negotiate on these points in the future. The idea, he says, has been readily accepted by younger, married teachers for whom teaching is a supplementary income.

Coping With Smallness, or Bigness

Mostly, small school administrators are looking for ways to keep schools open as enrollments decline, but occasionally, one has to deal with a school organization that is too big.

In **North Arlington, N.J.,** the school board wanted to continue the concept of neighborhood schools, despite a declining enrollment. In one school, says Superintendent Harry Steiner, doors were kept open by developing a non-graded primary class for grades 1-3. This also allowed the school to redeploy one teacher as a resource teacher for the gifted.

By looking for teachers well-trained in at least two curriculum areas, the **Prairie School at New Raymer, Colo.,** is able to give its elementary-age students "excellent instruction, while saving the district money," says Superintendent James Fike. Two teachers are in charge of K-2, and another two teachers cover grades 3-5. Sixth grade students are taught by a team of secondary subject specialists (all of the district's 118 students are in the same building). One of the sixth grade team members has elementary as well as secondary certification.

The **Miami (Texas) Independent School District** gathers its 260 students into one building from throughout the 766-square-mile area. It may seem that flexibility wouldn't be possible, but Superintendent Bill Vestal has organized classes so that when an elementary grade enrolls more than 30 students and becomes eligible for another teacher, the children have the advantages of a teaching team. Rather than divide the class into two small classes, teachers work as a team, concentrating on their strengths for reading groups, library usage, remedial work and special projects or units. Both classrooms are used, one for group activities and instruction and the other as a resource room.

Faced with budget cuts, the **Cheraw Consolidated School, Cheraw, Colo.,** with an enrollment of 170 students in all grades, puts everyone to work. The first and second grades were combined, as well as fourth and fifth grades. The grades now have three teachers and two full-time aides, instead of five teachers. There is no principal, and the superintendent, Elvin Mosier, teaches two classes a day. Further, says Mosier, the school is going to a four-day week to save energy.

Then there is the other side of the story. At **Windber Area School District, Windber, Pa.,** the 900 students in grades 7-12 have been organized into three units of about 300 students each. Each unit has its own administrator; these unit principals also have district-wide responsibilities delegated by the superintendent, such as maintenance, transportation, curriculum, scheduling, federal programs and public relations. Each of the three units has a secretary and a counselor, who moves with the students as they progress through the school.

HAVE YOU THOUGHT ABOUT . . . ?

* Alternating course offerings? Many small schools do. For example, in the **Spur Independent School District, Spur, Texas,** math and science are taught on an alternate year basis. The **Flaxville School District #3 and 7 Flaxville, Mont.,** also alternates offerings on a two-year basis, especially in science and social studies. By obtaining multi-certified teachers, they also offer home economics and industrial arts.

* Using scheduling to give different age groups some identity? There is one building for the junior and senior high school students in **Blachly School District #90, Blachly, Ore.** Superintendent Norman May devised a schedule that puts the seventh and eighth grade students into a grouping of their own so that they are not duplicating the organization of either the elementary or the senior high school grades.

"Our very existence is dependent on sharing with neighboring districts."

Lowell Schwalbe
Superintendent,
Morton Public School #652
Morton, Minn.

BEST COPY AVAILABLE

Cooperation: Many Ways to Share

Cooperation is a way of life in small schools. For many of them, in fact, faced with the combination of budget constraints and dwindling enrollments, cooperation and sharing with neighboring districts means survival.

Formal sharing arrangements grew rapidly in the late 1960s, as the consolidation of school districts lost its momentum. The concept of educational service agencies actually began more than 100 years ago in California, according to E. Robert Stephens of the U. of Maryland, whose research has focused on the service agency movement. But in the past decade, the growth has been something close to phenomenal, and he calls the upsurge one of the outstanding success stories of education in the past decade.

The service agencies have developed specialties of their own, dividing into three general patterns—special districts established by the state agency, usually providing direct services to students; regional service agencies established by state agencies, delivering services to districts but usually not directly to students; and cooperative agencies, formed on the basis of the needs of two or more local school districts. Stephens estimates that there are 800 of these service agencies today, working for school districts from Boston to Antelope Valley in California.

Much is going on informally, however. Replies to the Small School Districts Network survey show that administrators piece together people and programs according to needs and resources, even when no formal structure for cooperation exists. The efforts keep small school districts intact.

CHAPTER 4

Cooperation: Many Ways to Share

The Total Approach

Lowell Schwalbe is superintendent of a 300-student school, K-12, serving the area around **Morton, Minn.** His motto is "to cooperate with all our neighboring schools for the betterment of all," and he has left no part of the educational program or administration untouched by his approach to sharing. "Some types of cooperating are more successful than others, some help students, while others just save money," Schwalbe points out.

In the area of teaching, the Morton school:

- Sells 2/5 of its counselor to a neighboring district, dividing up salary and mileage costs.
- Shares a speech therapist with two other school districts, breaking the salary down by days (Morton pays for 92 days).
- Shares an art teacher with another district.
- Sells half the time of a teacher for the learning disabled to a neighboring district, again dividing up salary and mileage.

For extracurricular activities, Morton school has:

- Both bought and sold teacher time to neighboring districts. This works best at the elementary and junior high school levels, Schwalbe says; at the varsity levels the competition is too keen. The cooperative assignments for coaching have included football, volleyball, basketball, baseball and music.

For vocational education, the Morton school has:

- Cooperated with a neighboring district to teach agriculture to six of the Morton students. The students are transported by station wagon, which is also used to transport handicapped students to another neighboring school. The same school has accepted Morton students for classes that Morton cannot offer because of low enrollments, including German, advanced art, science, math and dramatics. Payments between the districts are based on a per hour rate. Another neighboring school had only five kindergarten students one year, so Morton accepted them in its kindergarten, charging enough to be able to hire a full-time aide for the class.

In administration, the Morton school has:

- Joined with 128 other schools to participate in a cooperative purchasing program, saving, in Schwalbe's estimation, from 5% to 40% on specific items. Neighboring schools have cooperated with the Morton school on buying used books, furniture and lockers.
- Joined with other schools to share transportation costs to athletic events, music contests and other extracurricular activities. Sharing also has taken place for the transportation costs of teachers and administrators to inservice meetings and other events. Usually, these costs are prorated on the basis of the number of students or staff involved.

Schwalbe says he tries to avoid too much dependence on moving students around. "Transportation costs are reimbursed by the state," he says, "but the big problem is student time while they are being transported. Expecting students to study on the bus is impractical." A better plan, he

says, would be for the state to reimburse schools for the transportation costs of teachers.

"I feel I am doing everything possible to cooperate for the improvement of education," Schwalbe says. "The students are really the ones who benefit from these programs, but in the future the citizens hopefully will also see the good results."

. . . And Another One

Robert Clemmons, superintendent of the **Tuscumbia City Schools in Alabama,** must be a master juggler. He, too, has reached out in all directions to expand the education and management capabilities of his schools, enrolling about 2,000 students from a small town near Florence.

For a starter, Tuscumbia is one of the six school systems cooperating on a computer center, located in the Florence city schools. The computer helps on bills and payrolls, attendance, scheduling, grading, test scoring, sick and annual leave, personnel, inventory and various other areas. Cost has been averaging less than $3 per student, and for most of the school systems, says Clemmons, eliminated the need for an additional bookkeeper.

In the special education area, there are three cooperative arrangements. One school, serving five school systems, enrolls trainable mentally retarded students; another serves multi-handicapped students from six school systems. Three school systems share on delivery of services to hard of hearing students, with pre-schoolers in one system, school-age children in another, and a coordinator and transportation provided by the third school system.

Six school systems are involved in an alternative school for 12-17-age students, who need a temporary alternative as a substitute for suspension or expulsion from school.

Eight school systems are cooperating to provide adult basic education, with classes offered in 30 centers located throughout three countries.

The Bear Creek Watershed Authority and the TVA set aside property to be used as an environmental education center, and will help finance construction of the buildings. The center will serve six school systems.

Using mostly funds from the Appalachian Regional Development Act, eight school systems in the area are providing a school health and information program. Services include screening of second and seventh grade students; safety inspections of all school campuses, CPR training for 10th grade teachers and students, and various other health education projects.

In addition, says Clemmons, the schools in Colbert County around Tuscumbia work closely to coordinate their vocational education programs, school calendars and other common interests. "The obvious benefits of these efforts are increased services for our students, greater funding levels, more efficient operation, and more and better services than any system could provide individually," he points out.

Sharing Through Pairing

District 209 Kensington and District 265 Hoffman in rural Minnesota have paired their students in an effort to provide quality education despite declining enrollments, reports Kensington Superintendent Ed Kroenke. The school districts have remained separate governmental units, but the programs and students are together. Grades K-3 and 7-9 are located at Kensington, and grades 4-6 and 10-12 are at Hoffman. Two busloads of students are exchanged daily, and some teachers travel between schools. All activities are paired, Kroenke says, such as band and sports, with expenses shared on a prorated basis.

Decisions are made at joint school board meetings, but legal actions are taken at individual district board meetings, based on agreements made in the joint meetings.

The **Baxter Community School District, Baxter, Iowa,** began by sharing vocational education programs with a neighboring school district 10 miles away. Its students came to Baxter for industrial arts, while Baxter's students were transferred for vocational agriculture. Then, Baxter's physics teacher began to share teaching assignments with the other school. The schools have now added a counselor to the sharing arrangement. By this kind of sharing, says Baxter Superintendent David Scala, "each district has been able

to increase its curriculum offerings without a larger outlay of funds."

A Local Student Exchange

In Plainfield, Vt., eight area high schools have arranged to allow a certain percentage of students to attend any one of the eight schools tuition free. A student may apply to the "exchange program," and the guidance departments determine which students have a good reason to be transferred. According to John O'Brien, superintendent at the Washington Northeast Supervisory Union, these exchanges are made for academic reasons only, mostly because one school offers a program not available at another school. The student's enrollment is maintained back at his or her school of legal residence, and that school receives credit from the state aid formula.

Four school districts in southeast **Minnesota, all in Fillmore County,** have developed an extensive plan for pairing of students and programs. It includes moving students around for health occupations, building trades, auto mechanics, physics, chemistry, home economics, agriculture, analysis, Spanish, German, psychology and advance placement American history.

The elaborate plan has been worked out by a steering committee of four representatives from each district (two board members, the superintendent, and the secondary school principal from each district). It meets monthly, according to Reginald Nolin, superintendent at Tower, but only board members retain voting privileges on actions being recommended to the separate boards. The meetings have drawn in political leaders and media coverage. The committee also has hired an outside evaluator to study and evaluate the sharing/pairing plan.

When the **LuVerne Community School District in LuVerne, Iowa,** decided to share students with the **Corwith-Wesley School District,** it found that it was able to retain eight teachers and considerably expand the course offerings for the grades 10-12. LuVerne sends all of its 10-12 graders to the other school, receiving, in return, grades 7-9. The students attend for the entire academic day, returning to their respective schools for athletic programs.

Finding The "Appropriate" Education

Only through operation, either informally or through educational service agencies, are small schools finding it possible to meet the mandates of educating all handicapped children—and keep the control as close to home as possible.

A four-school consortium in special education began operating for students in **Green, Harpursville, Whitney Point and Chenango Forks, N.Y.,** schools in 1976, even before 94-142 became effective. Although New York has offered special education through its BOCES program for many years, these districts wanted to eliminate excessively long bus rides to the BOCES center for some of its handicapped children, as well as provide more meaningful mainstreaming experiences for others, according to Chenango Forks Superintendent Norman Sweeney.

The consortium began with 119 children, now serves 190 children. It has achieved its original purposes, says Sweeney, and has been able to develop other services previously not available, such as those for emotionally handicapped and learning disabled. The consortium did this through developing the concept of the resource room, serving the handicapped who do not need a special education teacher for more than half the school day. The consortium also has improved the identification of handicapped children, been very active in in-service training for teachers and administrators, and has scored a plus with parents, who are pleased their children are not subjected to long bus rides.

If it weren't for cooperation among six area school districts, none would be able to offer a diversity of programs for handicapped children, says **Hopewell City (Va.) schools** Superintendent Charles Todd, Jr. Three cities and three counties are now offering a class for the physically handicapped, a pre-school home-related service, classes for the trainable and multiple mentally retarded, and classes for the visually and hearing handicapped.

The $1.2 million cost of providing special education services to students in four counties and some 39 schools could never have been met by the school districts alone, says Delmar Lewis, superintendent at **Langdon, N.D.** By banding together with an umbrella governing board and sharing expenses, the schools have been able to provide necessary education, especially for low-incidence areas such as multiple-handicapped children and the trainable mentally retarded.

But the dividend, says Lewis, has been that the cooperative effort spilled over into other areas, such as guidance, music, industrial arts, home economics, and vocational agriculture.

Three districts in rural Washington state found that together they had enough secondary students needing special education to qualify for a teacher under the state funding formula. **Napavine** Superintendent James Lafond reports that a transportation co-op brings the 20 students to a central location where the specialist is located. Funding is handled by the host district, with excess costs shared on a per pupil basis.

Five small **Connecticut** communities formed a special education cooperative with its own director. The cooperative, reports **East Granby** Superintendent A.T. Lederman, is responsible for developing special education programs, diagnosing students and placement. Students with special needs in all five districts are defined as one population and those of similar age and needs are transported to one of the five towns for their education program.

Expanding Vocational Education

As with special education, vocational education is a high-cost, low-incidence but very necessary part of a school program. Cooperation in this area, for many schools, has been going on much longer than for special education.

Four rural **Minnesota** schools, with enrollments ranging from 300 to 900 students, have a centralized vocational program, but not a central location. Wallace Johnson, superintendent of **Independent School District #378 at Dawson,** explains that buses from each school meet at midpoint, transferring students to the school that has the vocational program they want. The schools have been able to offer distributive education, child care, land transportation, health care, model offices and agricultural machinery repair through this arrangement. They are now considering sharing in academic areas, too, Johnson reports, and they may extend the sharing to athletic activities.

College-Schools Cooperation

A nine-school cooperative program with Iowa Central Community College (known as the League of Schools) gives students from the schools a broad vocational program. According to Superintendent Walter Blake of Schaller, the students attend school one-half day in their home school, then spend one-half day at the Storm Lake Center taking courses such as office practice, health aide, engines, construction and vocational agriculture. The cooperative is governed by monthly meetings of the superintendents from the schools involved, along with personnel from Iowa Central.

Another diverse vocational program—without a building—is offered by a collaborative of three school districts—**Lee, Otis and Tyringham in Massachusetts.** For example, in the food service program the students operate a restaurant open to the public. In fact, all vocational spaces are rented, says Lee Superintendent Maurice Boulanger. These include a room in a hospital, a garage, an abandoned restaurant. The collaborative also operates a school-without-walls whose students are placed in a variety of businesses and industries throughout the county. Each student has his or her own individual education plan, and two teachers visit the students on a regular basis to make sure the objectives are being met. The instructors are personnel in businesses and industries who volunteer to teach.

HAVE YOU THOUGHT ABOUT . . . ?

* Sharing a superintendent? That's what's happening in the **Tyler and Russell Schools in Minnesota.** Next year, says Superintendent James Redfield, the schools plan to pair, with K-5 in each school, 6-8 grades at Russell, and 9-12 grades at Tyler. There will be two boards of education and a joint agreement worked out under Minnesota law to achieve it.

* Sharing administrative personnel? Seven districts in **Connecticut (Regional District 1 in and around Falls Village)** have a shared services arrangement, which includes a legal agent, a superintendent, assistant superintendents, director of instruction, and directors of federal programs and of special education. According to the superintendent, James Ervit, this arrangement "has overcome the administrative disadvantage of very small units."

* Sharing of materials that are not used very often, but are helpful? Six rural schools in **Minnesota** received a small amount of money from a state agency ($1,200), and each then put in $200 a year for two years. Social studies teachers decided what film strips, cassettes, games and other learning materials they wanted. The materials are stored at **Minnesota Lake School,** according to Superintendent John McCallum. They are requested by phone or mail and are mailed out to the other schools. "We've got access to $3,600 worth of learning materials for a $400 investment," he points out.

* Working together on personnel administration? Among the shared services of small school districts in the **Antelope Valley area of Los Angeles County, (Calif.),** are transportation, self-risk insurance, workmen's compensation, liability and property insurance.

* Contracting for transportation services? When maintenance became too much for the small (450-student) **Calistoga (Calif.) Unified School District,** Superintendent/Principal Billy Watts contracted with a neighboring school district for transportation services. These include employment and training of drivers, repair and maintenance of buses and route scheduling.

* Finding a versatile specialist and sharing the expertise? Four small rural school districts near **Latimer, Iowa,** share a foreign language instructor, certified to teach four years of Spanish and German. The instructor spends a half-day every other day in each district; on days when the instructor is not in the building, the students listen to tapes and do practice exercises. Joint field trips are planned with students from all four districts participating. According to James Jess, superintendent at Latimer, each district is contributing $4,300 a year, and doubling its foreign language instruction.

* Getting teachers together to update the curriculum? John Egar, former superintendent at **Oconomowoc, Wisc.,** describes a cooperative arrangement whereby nine K-8 school districts have banded together to update one curriculum discipline each year. "It works very well," he says, "and creates a spirit of warmth and understanding between and amongst all of us."

"Despite the increasing load of reports, small school administrators find the time to do what is important—introduce an educational innovation here and there, visit classrooms, ride buses, make changes as necessitated, and hire a head coach to win a few games."

A. N. Vallado
Superintendent
Los Fresno
Consolidated Independent
School District
Los Fresnos, Texas

BEST COPY AVAILABLE

Students . . .
Our Primary Focus

All the juggling of schedules, stretching of dollars and people, patching here, joining there, fretting over teachers and fixing door jams and basketball hoops are for one purpose—to help children and youth grow wisely and well.

The school districts may be small, but their education assignment, looking at the total picture of schooling in the country, is large. Latest census figures show that in rural areas alone there are perhaps 25 million young people under the age of 25. Added to those in small towns and suburban areas, not considered in the census' rural figures, students attending small schools "hardly represent a small and declining segment," as sociologist Arthur Cosby of Texas A&M University notes.

Even when the migration pattern was mostly out—young people leaving small communities for job opportunities in urban areas, fewer being absorbed into family farms—schools remained somewhat traditional and basic. But the commitment today is to prepare young people for choices, to broaden their experiences so that they can achieve in any kind of future. With the migration pattern reversing, small schools also find themselves absorbing problems and adjustments that once were almost the exclusive burden of more metropolitan areas.

Small schools, however, have an ace in hand. "One of the strengths of our school," wrote the principal of a 200-student school in Washington state, "is that we are small. Every teacher knows every kid, and each has respect for the other."

CHAPTER 5

Students... Our Primary Focus

Learning From Each Other

Students on the wind-swept **Ocracoke Island** of **North Carolina's** Outer Banks and those in the mountain community of **Stecoah** in the state's western Cheoah Mountains have something in common—friendships. Principals, parents, and teachers arranged an exchange program between the two schools, both K-12 and the two smallest schools in the state.

The project began when Stecoah's principal, Chester Crisp, wondered if administrators of other small schools in the state had some of the same problems as he faced. Through a directory he contacted Ernest Cutler, principal of the smallest school, 107 students. Until a few years ago, there was no paved road into the Stecoah School; the only way to reach the Ocracoke School is by ferry. Both principals agreed that the students should have an opportunity to learn from each other, as were the two administrators.

With the help of several agencies in the Stecoah area (TVA, the Western Regional Education Center, Western Carolina University), the Stecoah students visited the island in mid-spring. They sampled Outer Banks bluefish and clam chowder, toured the village, learned about its history, saw its emphasis on environmental studies and were guests at a dinner attended by more than 100 of the 500 island residents. They presented a slide show, describing their mountain community.

The next month, it was the Ocracokers turn to be visitors, and the students toured both school and national park facilities. None of the islanders had ever been to the mountains before. It was their turn, too, to be dinner guests, learning about mountain cornbread and "leather-britches." They also gave a slide show on Ocracoke for several hundred people from the community.

Two **Kentucky** communities organized a more specialized kind of exchange. Children in gifted and talented programs in **Jefferson County** and **Boone County,** about 60 from each, participated in a four-day exchange. Those from the "city," on their rural visit, toured an egg farm and a dairy farm, saw sorghum being made and tobacco being stripped—and sampled the food, music and dancing of their hosts. When the rural children came to visit, they attended a pantomime performance and a disco-rock session, visited a museum and toured a housing rehabilitation project and a teaching hospital.

"What they learned" commented one parent, "was that although their lives are different in many ways, essentially they are the same kind of people with the same kind of interests." Students realized their stereotypes of one another were inaccurate—and that their own cultural background held delights for others.

Dealing With Discipline

A year-long plan to improve student discipline in the **Midway Heights (Columbia, Mo.)** elementary schools created a whole new atmosphere, says Superintendent Cameron Pulliam. First, priorities were established through a parent/patron

public opinion poll. A pre-school workshop for teachers focused on classroom organization, giving teachers specific approaches to use in classroom, hall and playground situations. Throughout the year a "Safety and Courtesy Squad" helped in the halls and on the playground, encouraging in positive ways behavior which shows respect for the personal and property rights of others.

The workshops were reinforced by monthly teacher meetings on classroom management, bimonthly principal-teacher personal conferences to discuss the progress of specific students; school assemblies on bus and playground safety, and PTA programs that highlighted the campaign through a slide/tape presentation.

The staff also became familiar with specific procedures to follow in case there are disruptions. "Parent response has been overwhelmingly positive," says Pulliam. "Additionally, achievement scores generally improved, and student and teacher morale improved considerably."

Also from **Missouri** comes an in-school suspension program, worked out jointly between the **Camdenton School District** and the circuit judge and his juvenile office, with funding for the project from the Missouri Council on Criminal Justice. The judge, a former school board member, recognized that "suspensions from school were harmful to students' educational pursuits and that students who were suspended were more likely to become involved in delinquent conduct than those who remained in class," says Superintendent John Bearden. He agreed, and the two worked out a cooperative program for grades 4-12. Students who before might have had to leave school now go to a center on the high school campus in a classroom isolated from the "hub" of school activities. The center can accommodate 10 students and is staffed by a certified English teacher. Referrals to the center may be made only by juvenile court officials, principals and assistant principals, based on written referrals from teachers or the judgment of administrators. Students are sent to the center only after suspension forms have been written, phone calls to parents made, letters of notification mailed to parents, assignments gathered from the student's classroom teachers and the center's teacher notified. Guidance counselors are responsible for keeping up the classroom continuity. Rules in the center are strict, assignments take up the full time and must be completed.

The project has had full community and school board support, says Bearden. It also is credited with a major drop in student suspensions (from 51 in 1978-79 to 3 in 1979-80). Dropouts also decreased from 40 to 30 in the same time period.

When the infractions don't warrant such an elaborate system, a **Washington** state principal of a small school has a suggestion. A student needing disciplinary action writes his or her version of the incident, signs and dates it, and it is placed in a disciplinary file. If a student accumulates three statements within a three-month period, the parents are called in to read the statements. If a student doesn't have another infraction for three months, he or she can take the letter from the file and throw it away. "It seems to be a big deal for the kids," she says, "and it works for us."

Smileys, Warm Fuzzies and Other Morale Boosters

High school students in the **Dansville (N.Y.) central schools** have become big brothers/big sisters for youngsters in the elementary grades. High schoolers volunteer for the project and are linked with children whom the teachers feel would benefit from a positive relationship with an older student. The students meet in school at least one hour a week, usually during the afternoon activity period. What they do varies according to individual interests and talents. These have included swimming, reading, talking and walking, playing board games, listening to records, playing catch, making a model, drawing and having a snack together.

"Everyone involved thinks it is extremely successful," says the elementary school principal, Donald Bartalo. "Several parents even contacted the school to express their gratitude."

Scheduling in the **Wencheden, Mass.,** middle school is helping children make a better transition between elementary and high school years, says Richard Porter, superintendent. No more than 75 pupils are assigned to three teachers. They teach

all of the major academic areas, and each teacher is responsible for 25 pupils in his or her "family." They counsel the students, contact parents, refer problems to guidance personnel, establish remedial programs if necessary and tailor the instruction to fit individual needs. "Through this team planning," says Porter, "the individual needs of each child in the family are better served at this most crucial age."

Superintendent Ben Kerfoot of the **Fruitland School District 373 (Fruitland, Idaho)** believes that the academic program in his three-school district has been strengthened by encouraging students to participate in an activity suited for them. Of the 340 students in grades 9-12, 150 are participating in the band program and over 100 in the choir. Last year the students produced "South Pacific," with all performances sold out.

The "morale-builder side" at **Keyes Union Elementary School, Keyes, Calif.,** includes honor guards, projection equipment crews, morning news broadcasters, student council, school beautification projects, praise and awards assemblies, pictures of outstanding students, academic teams, and a general "we" attitude, says Charles Jacobs, district superintendent. Parents were involved with teachers and administrators in setting the schools' minimum competency standards; the "oral language" program in the primary grades, stressing the use of complete sentences, proper grammar and sentence structure, has become a model for other districts in the area; all kinds of high school groups are encouraged to perform at Keyes; and it provides a variety of experiences for its upper grade students (6-8), such as wood shop, band, sewing, "California survival," chorus, algebra, year book and cross-age tutoring. Parent support for the school is outstanding, says Jacobs.

Getting The Attendance Up

A "personal leave" policy is extended to students in the **West Side School District #202, Dayton, Ind.** Superintendent Harris Allen has a written policy distributed to all students which excuses them one day each semester for personal reasons. Personal leave may be taken only if a student has not missed more than five days during the first semester or eight days during the second semester, is doing satisfactory work in all classes and has received prior approval (at least one day) from all teachers.

"Students are very diligent in their attendance to make sure they don't exceed the specified number of absences," Allen says. The secondary school attendance is consistently 94-96%.

High Marks For A Grading System

Students in the **Bedford Community School District, Bedford, Iowa,** know exactly where teachers stand on grading. The exact format and content of grading policies are at the discretion of the principal and faculty, says Superintendent M.W. Jinks, but written clarification of the rules and policies prevents unnecessary conflicts. Teachers discuss the grading policies with their classes and provide a copy of the policies for each student. Each policy must:

- Clearly describe what will be graded (oral reports, notebooks, written reports, daily participation).
- Indicate the relative worth, weight or value of the items that will be graded.
- Explain how grades are calculated.
- Inform the student of what will be retained by the teacher and what will be returned to the student.
- Emphasize the importance of deadlines.
- Clearly describe policies on cheating and plagiarism.

The **Grayslake Community High School, Grayslake, Ill.,** imposes penalties for excessive absenteeism. According to Superintendent L.H. Rouse, a student can have all academic credits withheld if his or her absences exceed six days in each quarter. Warnings are sent to students when they reach three absences. The entire pupil personnel department and the dean of students meet at the end of the quarter to make decisions on all cases. A student can regain the credit in the following quarter if the attendance record improves to satisfactory. If not, the "no credit" is changed to a failing grade.

A high incidence of absenteeism was cut in the

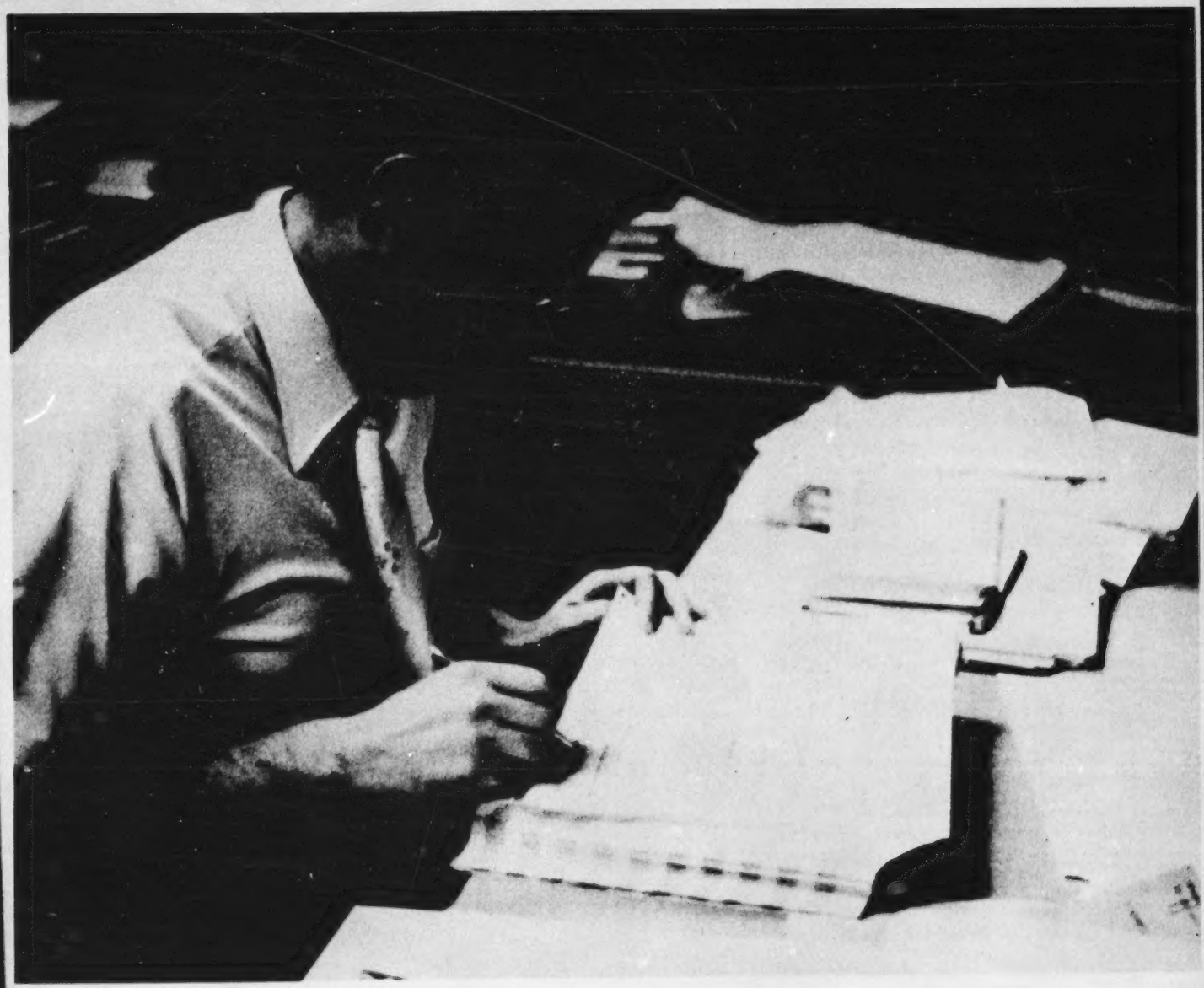
Avella Area schools, Avella, Penn., through a campaign by a voluntary faculty committee. This committee, says Superintendent Raymond Fioroni, is responsible for counseling students about attendance, communicating with parents and making remedial recommendations to the principal for students who are unnecessarily absent.

HAVE YOU THOUGHT ABOUT . . . ?

* Supplementing the counseling staff? In the **Glascock County, Ga., schools,** high school teachers are assigned as advisors to homeroom students. A teacher keeps the same group all the way through high school, thereby becoming very familiar with the needs and goals of the individual students, says Superintendent Etta Wilcher. Teachers also serve as advisors in the **Union #42** and **Community School District, Readfield, Maine.** They meet with the students regularly, make home visits and become the first line of communication with the parents, says Superintendent Millard Harrison. This allows the guidance department to focus on more serious problems. It also helps teachers to look at students more personally, he says.

* Getting everyone involved in preventing drug abuse so that students feel surrounded by support? In the **Eveleth (Minn.) Public Schools,** a drug prevention program has four unique characteristics, says Superintendent Glenn Matejka: 50% of the program is aimed at students and 50% at parents; three neighboring school districts have the same program; the four city councils are deeply involved; and there is open contact and involvement with the four community police chiefs. The **Eden Valley-Watkins School District #463, Eden Valley, Minn.,** has devised a screening program for early intervention of drug-dependency problems. It includes, says Superintendent Robert Block, staff evaluation, a selected list of questions for the students, evaluation by a chemical dependency counselor and referral to the proper support help.

* Taking a personal interest in student work? Chester Meissner of the **Cassville, Wisc., schools** has 430 students in his schools and they all know of his careful, caring eye. Both the teachers and students know that he will be reading the papers that have been written, he says. Superintendent Richard DeNure and the staff of the **Greenfield Union School District, Greenfield, Calif.** put their concern on the line. Their priority was to raise student achievement to the 50th percentile within three years—and everyone turned in their resignation contingent upon reaching the goal. Scores went up in the first year of the plan; there are two years to go.



"The paperwork for a small school is impossible. I wouldn't unload a whole wagonload of corn for one hog."

Ed Castle
Superintendent
Warenda, Mo.

BEST COPY AVAILABLE

Management and the Smaller District

No matter how personal the organization of a small school district may be, or how much in control of the situation administrators hope to be, management has become a complex, burdensome thing, often weighed down by requirements imposed from beyond the school system's view. The demands and mandates perhaps are legitimate, but as in so many other areas, they are constucted for larger school systems which sometimes have the personnel and expertise to absorb the paperwork.

Small school district administrators complain, legitimately, that federal and state mandates ignore all the hats already hanging in the administrator's office. A superintendent, for example, may also be director of all federal programs, transportation head, coach, curriculum supervisor, public relations expert and lawyer. And he may also be left with emptying the ashtrays when the meetings are over.

"Let's measure the child's potential and achievement when he or she comes to school, measure it periodically through school, report this in a meaningful way to the parents and to the funding agencies, and forget about all the other junk reporting," commented one frustrated superintendent from Missouri.

Ironically, the paperwork burden, say many superintendents, keeps them from having the time to apply for funding from state and federal programs.

There are no easy solutions. Obviously, convincing policy-makers to take small school limitations into consideration when they enact mandates and regulations is a priority item for administrators working together to influence policy. Meanwhile, small school administrators are building on their tradition of team work, shaping it into the more sophisticated framework of contemporary school management. "I recommend an active administrative team even if there is only one other person involved," says an Illinois superintendent.

CHAPTER 6

Management and the Smaller District

Managing With A Team

Even a small school system can have a full-blown management team, believes James Calkins, superintendent at **Martinsville (Va.) city schools.** For the past five years, the 3,400-student school system, with nine schools, has had a well-organized management team:

- All administrators meet at least once a month during the school year to consider all areas of responsibility. The meeting is timed to precede the monthly meeting of the school board. The administrators preview the agenda for the school board and are expected to attend the school board meeting, participating as necessary.
- The administrative team participates in all decisions made at the central office level.
- The superintendent resolves any decisions not clearly a consensus of the team.
- Before the opening of school each year, the team spends a full week reviewing and suggesting revisions to current policy and regulations. Objectives for the schools and special areas of responsibility are set at this time.

In the **Brunswick County Schools at Lawrenceville, Va.,** the superintendent's advisory council meets once a month to discuss school business. The 15-member team consists of Superintendent J. Grady Martin, the assistant superintendent, central staff and school principals. Each member of the team submits a management report and visitation report every month (for eight months). These are distributed to each member of the team to keep them informed. There are additional meetings of the team before school opens and at the close of the school year, to make plans, then evaluate progress.

Setting Goals and Evaluating Them

Superintendent Richard Bamberger of the **Schodack Central School District, Castleton-on-Hudson, N.Y.,** has gradually developed a total school evaluation system. The first step was to put in place an evaluation of the superintendent by the school board, a process which took several months of work between Bamberger and board members. It has worked successfully now for three years, he says. Next, he developed a process of evaluation of the administrators, again, working with those involved. At the same time, the school board implemented a self-evaluation system.

The most difficult and far-reaching evaluation system was that for the teaching staff, Bamberger says. The construction of the Teacher Development Process involved eight full days of intensive debate, writing, rewriting, and revision by the administrative staff, spread out over a full year. It was used for the first time in the 1980-81 school year. The final step in the evaluation system will be to work with the civil service department heads to develop a process covering civil service employees, he says.

Because of the small size of the school district (1,200 students and 98 staff), Barry Farnham, superintendent at **Briarcliff Manor, N.Y.,** has devised a teacher evaluation system with a team

approach. He and the principal comprise the team. At the beginning of the school year, principals develop a target list of teachers to be evaluated during the first semester—those in their first year of employment, those eligible for appointment to tenure the following year and those eligible for a career increment in the following year. The principals meet with the teacher ahead of time to discuss what the objectives of the teachers' lessons are to be, then share this lesson plan with the superintendent. Both then observe the teacher's classroom lesson and confer immediately afterwards, sharing their written observations. As soon as possible, the principal and superintendent meet with the teacher to discuss their observations, including commendations and recommendations for improvement, if any. The principal then writes an official report for the teacher's record, as well as the final evaluation at the end of the school year.

"When I make recommendations to the school board on reappointments, tenure and career increments," says Farnham, "I have a first-hand impression of the job the teacher has done and can make the recommendation with the utmost confidence."

Personal goals for all employees is the overall goal for Rod Wilbeck, superintendent at **Maurice-Orange City Community Schools, Orange City, Iowa.** Steps in the plan include initial evaluation, cooperative goal-setting between an employee and his or her supervisor, written plans for carrying out the goals and an evaluation of how well they have been carried out. The board and superintendent set district-wide goals based on feedback from employees and "constituents." "Our outstanding employees," Wilbeck has noticed, "generally have goals that are directed toward refining their current skills. Employees with specific problems are encouraged, and occasionally forced, to deal with them."

Working With the School Board

Before each regular monthly meeting, the **Cozad City (Neb.)** school board has an in-service session. During this 30-45-minute period, members of the staff present an overview of some aspect of the curriculum or school activity. This has been going on for 10 years, and Superintendent Rodney Koch says it looks like it will continue because "the school board says it gives the members important to think about besides money problems."

Another form of "in-service" training of board members takes place in the **Cheyenne Public Schools, Cheyenne, Okla.** Superintendent Michael Dwyer invites personnel from the state department of education to meet with the school board, overseeing a district of 394 students, "to enlighten them on what makes a good school system besides sports."

In order to keep friction or protracted discussions at a minimum, the school board for the **Portage Township schools, Houghton, Mich.,** lists items for possible action on its agenda as "discussion items" the first time around. It will not appear as an action item until the second month. This way, the school board sidesteps what might be hasty and later regretted actions.

Updates In Between

Most school boards in small districts meet only once a month on a regular basis. There often is a communications gap during the interim, says William Blydenburgh, superintendent at Waterville Central School District, Waterville, N.Y. To fill the gap, he and the administrative staff prepare a weekly update on key accomplishments, problems, and other circumstances which should be of concern to the board. "This has done a great deal toward mitigating a number of situations that could have become big problems," he says.

Budgeting/Purchasing

For three years the **Arcadia public school system, Arcadia, Wisc.,** has been moving toward constructing a budget from the "grassroots." Too often, says Superintendent Denis Kirkman, superintendents construct a budget "Mount Olympus" style, "gathering what information is available, and compensating for any possible errors by padding." In Arcadia, the budget process now begins with the teacher who decides on a classroom budget for the coming year, then discusses it with the department head. The department budget goes to the school building principal,

who then negotiates with department heads over a total building budget. There is a refining process at each level, says Kirkman, so that when the budget reaches the superintendent "it is objective and readily understood by all levels of management." The same process, he points out, must be used when the budget has to be cut. All levels must be advised of the cuts that are needed and involved in the cutting. A side benefit of this process, says Kirkman, is that "teachers become informed about the problems school boards have in meeting the needs of the school program."

In order to get accurate projections on the costs of supplies and equipment for budget-making purposes, the **Lake Mills School District, Lake Mills, Wisc.,** is now doing budget estimates, and requisitioning, on computer data cards. The cards are color-coded by building, giving each teacher a reference number and account coding numbers. The computer sorts out orders by account number, listing the dollar amount estimated for the items. "With each item listed and all items for our entire district on the printout, we have accurate totals and know exactly where we are and how much needs to be cut to meet budget restrictions," says District Administrator Robert Ames.

Sharing The Paperwork

There are many variations on the paperwork theme in small schools. Being a member of the administrative team means that you share in the paperwork. "It is impossible for one person to chair all the required and necessary committees or head all the mandated programs," says William Green III, superintendent at **La Feria, Texas.** He transfers many of these activities to building principals and interested teachers. "I still serve as a committee member," he says, "but I have to do this because of our small staff."

In the **Demopolis city system, Demopolis, Ala.,** Superintendent Wes Hill assigns principals district-wide jobs. For example, one handles school insurance, another monitors textbook selections and orders. The same pattern is followed for the administrative team in the **Mundelein, Ill., Elementary District 75.** Superintendent Richard Lanaghan reports that each building principal (there are four) assumes a major central office responsibility, such as director of curriculum, business manager, director of buildings and grounds and director of food services. "We feel that this helps us to hold administrative costs down while, at the same time, developing a district-level focus on the part of building principals," Lanaghan says.

The **Jamestown, R.I.,** school, a K-12 suburban school for 700 pupils, gives teachers a chance at sharing the load. Superintendent Alfred LaMarche uses five classroom teachers as "coordinators" for federal projects, such as Title I and Title IX. "They handle all the important details, keep me informed and work with me on matters requiring school committee approval, all without extra pay," he says.

HAVE YOU THOUGHT ABOUT . . . ?

* Using consultants? Gerald Edwards, district administrator of the **Marion, Wisc., schools,** says the use of good consultants has more than paid for itself. Many of the consultants have been drawn from the community, an expansion of the administrative team concept, he says. They have advised the school system on insurance, law and heating/energy. Norman Guith, superintendent at the **Central School District, Rancho Cucamonga, Calif.,** goes so far as to advise that small districts include a sizeable amount of money in their budgets for outside consultants. He has used them for maintenance contracting, construction, and state and federal project writing.

* Self-study and long-range planning? Superintendent Douglas Christensen of the **Colby Public Schools, USD #315, Colby, Kan.,** says his district uses a model that requires a seven-year cycle of study of various aspects of the district. Each year several areas are singled out for intensive study, resulting in recommendations to the school board. The seven-year accumulation of evaluation and actions "represent the requirements necessary to meet state, as well as regional requirements," Christensen says.

* Appointing a full-time district activities director? Most small districts, points out Larry Brewer, superintendent of the 2,300-student system at **Snowflake, Ariz.**, only have a part-time athletic director. Many details get left undone or are done at the last minute, as a consequence. His district uses a full-time activities director to cover all student activities, including transportation. "We have found that having a person responsible for activities and transportation is a natural, and is a fulltime job," he says.

* Putting it all in a handbook? Roger Moore, administrator of the **Princeton, Wisc., School District,** has made himself a handbook detailing each job that must be done. There is a sheet of information, such as beginning date and ending date, people involved and the forms used, for each administrative responsibility.

* Concentrating in-service training on building principals and the central administration? Superintendent Alden Larson of the **Edgemont school district** a suburban district in **Scarsdale, N.Y.,** scheduled a total of 18 workshops for administrators with a social worker and a local psychiatrist, focusing on the improvement of interpersonal relationships.

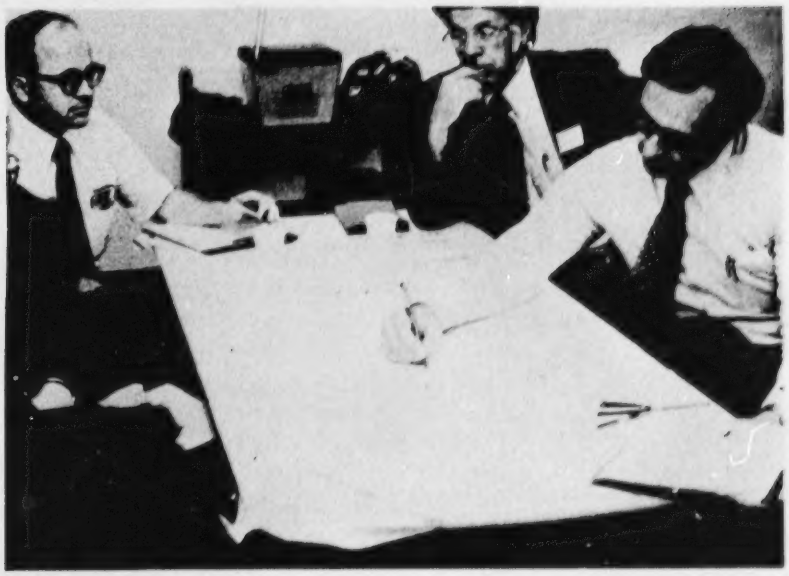
* Getting to know each other? In the **Brewster Central School District, Brewster, N.Y.,** the district administrators (12 in all) invite spouses and children to an annual picnic and overnight workshop. This has contributed significantly "to our understanding of each other," says Superintendent James Monk.

* Contracting out for services? Robert Aiken, superintendent at **New Hope-Solebury School District, New Hope, Pa.,** says that contracts for busing, cafeteria and custodial services have relieved administrators for educational leadership.

* Retreating with administrators? Administrators, students, key staff members and the school board have an annual winter "retreat" in the **St. Francis school district #6, St. Francis, Wisc.** Superintendent William Steinert says the emphasis is on "grassroots" discussions of school problems and alternatives. Recommendations are reported to the administrative council, school board and student council with "action plans." The retreat includes "boundary breaking" exercises, an annual mid-winter football game and skits around the fireplace. The students are now asking for a spring retreat to plan for the fall term, Steinert reports, and for him, "the experience is like a warm bath."

* Importing administrative help? With only one school in the district, Superintendent Joseph Matula of the **Lindop School, Broadview, Ill.,** says there was a rationale for not having both a superintendent and a principal. The problem was solved by hiring an administrative intern through Loyola University. The intern, a full-time doctoral student, worked in the district four days a week and spent one day a week in university classes. The cost to the school district, Matula says, was only $12,800.

* Rotating building inspections? In the **Ft. Knox Independent Schools, Ft. Knox, Ky.,** one building is inspected each month by two teams, one for instruction and one for maintenance. The instruction team is composed of teachers, principals, central office staff, parents and board members. They spend one day reviewing the instructional program and visiting classes. A report is submitted to the building staff. The maintenance team, consisting of the assistant superintendent for business, superintendent, a board member and parents, inspects the condition, safety and cleanliness of the building. It, too, submits a written report.



"Something has to be done about the inadequate financing of small schools."

DeLoy White
Superintendent,
Delta Island School District
Stockton, Calif.

BEST COPY AVAILABLE

Creative Ways To Cut Costs

Declining enrollments. Declining revenues.

This double smack at the viability of small school districts comes at a time when the possibilities for improving education of students in small schools are their brightest in years—new technologies are available, cooperative arrangements are working out, local determination is again in favor. But nothing will happen without adequate funding.

Even schools in the energy "boom towns" of the country can't compete with industrial wage levels for teachers. A few states have given schools in sparsely populated areas more weight in funding formulas; others are looking at redesigning funding in terms of the needs of a minimum program, rather than the number of children enrolled. While studies show federal funding formulas in education don't actually discriminate against small schools, they don't make allowances for their uniqueness, either.

Rising transportation costs and the increasing success of legal challenges, says Paul Natchigal in his study of rural schools for the National Institute of Education, suggest that weighted formulas "are not adequately providing equal access to education. A related, unanswered question is just how equal access to education is defined. Certainly, accepting rural reality would not mean that the same education program offered in urban areas should be provided in rural communities . . ." He also proposes that formulas allow rural schools to purchase services not available in the local community.

As studies and information about the financial needs of small schools become more prevalent, changes in funding may be possible. Meanwhile, small school districts must cope creatively against what sometimes seem to be impossible odds.

CHAPTER 7

Creative Ways to Cut Costs

Staving Off the Cold and the Bills

An all-volunteer citizens group in the **Divide County School District #1, Crosby, N.D.,** built a simple coal-burning system at the high school-vocational school complex. The building conversion cost $40,000, says Superintendent Ronald Stammen, but in the first year the schools saved $31,000. Next, two other buildings were converted to coal gasification to take advantage of the coalfield nearby. The conversion was financed by a $70,000 grant from the Dept. of Energy. The school district, in order to save transportation costs and reduce staff, has crossed boundaries to combine classes. The seventh and eighth grades, also, are attending the school in the center of the county in the mornings, then going back to their home school with one teacher in the afternoons. The teacher provides physical education and coaches team sports. The school system was able to reduce staff by five, yet transportation costs have remained about the same because the middle school students double up with the high school students on the buses.

Saving energy became a total project in the **Gilmer County (W. Va.)** schools at **Glenville**. The 1,600 students not only learned about energy conservation, but also learned to read meters and thermometers and thoroughly understood the importance of preventive maintenance of equipment, reports Superintendent Ron Welty. Energy conservation became a focus of journals, skits, speeches and art projects. At the end of the school year, the county schools had saved 39% in electricity and 17.5% in natural gas consumption, compared to the previous year. More than $5,000 of the savings was returned to the students—with the students deciding how the bonuses would be spent.

The **Barron Area schools, Barron, Wisc.,** are cooperating with the local hospital to construct a low pressure steam heat system dependent on a wood boiler. The plan will heat the high school and one of five elementary schools, says Superintendent Richard Olson.

Union Star (Mo.) Superintendent Dan Roe merely borrowed an idea from homeowners to winterize his K-12 school building that serves more than 200 students. Most of the school windows, especially those facing north, were covered with clear plastic and sealed along the edges. "The cosmetic look left something to be desired." he says, "but it didn't affect light for the classrooms and it shut off our biggest source of heat loss." The cost was less than $80 for more than 100 windows.

How about drilling your own well? The **Akron Central School District, Akron, N.Y.,** is situated over a field of natural gas, so it took full advantage of it. After a public vote, the district drilled a 900-foot natural gas well, at a total cost of $55,000. This was amortized in just one heating season. Another gas well was drilled the following summer, says Superintendent David Fish, and showed even greater production capacity. After 1980-81, the school district expects to have all the costs of drilling covered by savings and will be completely self-sufficient for heating fuel. The

annual savings will be more than $100,000, says Fish.

When it is dry weather that is the problem, the **Jamul-Las Flores Union School District, Jamul, Calif.,** has some tips. According to Superintendent James Turner, the district was able to reduce water consumption by 50% in one year by: forming a task force of staff, community people, parents, government and business experts, which made complete needs assessment and developed a plan for the board of trustees. The plan included changing the watering schedule from one of over-watering with no fertilizer to adequate watering with a fertilizer schedule, changing all vegetation to drought-hearty plants and shrubs, installing a sprinkler system where needed for better control of the quantity of water, re-establishing a district water well for use of lunch area wash-down and bus washing, charting water consumption by school site and publishing the results, and developing staff, student and community awareness and support for water conservation.

Saving On Gas

Superintendent Mick Starcevich of **Harris-Lake Park Schools, Lake Park, Iowa,** found it possible to cut gas consumption by 9% without cutting the educational program. The school system was worried about the transportation costs of the half-day kindergarten program, anticipating that it might come to $11,000, a jump of $3,000 in one year because of increased gas costs. After looking at different alternatives, says Starcevich, "we all agreed that the best educational program for our kindergarten youngsters was still the half-day program, every day." By centralizing the kindergarten program and staggering the bus schedule, requiring the schools to hire an aide for a short-time each day to handle students waiting for a return bus, the schools kept the education program and saved about $3,000 on transportation costs because of a 9% decrease in gas consumption.

Transportation distances for handicapped students to out-of-district placement became prohibitive for the **Bronxville Union Free School District, Bronxville, N.Y.** Stuart Opdahl, assistant superintendent for business affairs, describes the alternative: leasing stationwagons and vans, training custodians to become licensed part-time drivers, modifying hours to stagger the schedules, and allocating money for overtime pay when necessary. The vehicles also are used for transportation of small athletic teams. As a result, says Opdahl, "transportation costs were reduced significantly, drivers related to the children better and the morale of the custodial staff improved because they could earn additional salary." The vehicles are leased for only three years in order to avoid high maintenance costs.The plan has been working for five years, Opdahl says, "and is improving each year."

Cart Before Horsepower

Purchasing, rather than leasing, buses has saved some school districts money; for others, the reverse is more true. Conversion to propane apparently has a long-term cost saving effect. However, the Barker Central School system, Barker, N.Y., showed some real ingenuity. It purchased a 10-year-old golf cart for $150 to use for errands, mail call, checking sports fields and security checks. These tasks used to be done in the school's pick-up truck (10 miles to the gallon). The golf cart's three-gallon tank is filled up once a month, says Superintendent Leighton Wilklow. "Everyone works on it when repairs are needed, and the custodial staff added a wooden box to hold tools and lawn equipment."

Where Staffing Can Be Cut

Combinjng classes, cutting courses, even hiring one superintendent for two districts are some of the sacrifices small schools are making to stay open. Superintendent Richard Chochon, of **Palmer Public Schools, Palmer, Neb.,** suggests, for example, that reductions in force should first occur in non-teaching assignments, such as hiring competent teacher aides to handle study halls.

Others have turned to contracting out for services to save money. For the past four years, the **Chisago Lakes Area Schools, Lindstrom, Minn.,** has contracted for the cleaning of the 85,000-square-foot high school. The contractor provides all cleaning supplies and equipment, according to Superintendent Donald Bungum, and

the school district has saved by avoiding the high overhead of additional employees. The contract is for two years, thus helping on budget planning. Costs for the 1980-81 school year were $20,723 for 174 days.

Superintendent Earl Petersen of the **Choney-Mouge School District 88 in Crest Hill, Ill.,** says his schools have saved about $20,000 in three years by hiring two parents part-time from the district to clean buildings, rather than a full-time custodian. "They work very hard, with real pride for the building," he says.

Combining Libraries

Several administrators reported that library systems within the community are being combined to save money and avoid duplication. In **Olney, Texas,** for example, the city, high school, junior high school and elementary school libraries were merged into one facility, which is open 12 months a year from 8 a.m. until 9 p.m. The central building was constructed with funds donated by the community. According to Superintendent Charles Mitchell, there is a separate library board consisting of the mayor, the superintendent of schools, a rural representative, two members appointed by the city and two appointed by the school board. The school system pays for the personnel, the city pays for insurance and utilities. Both contribute for the purchase of books and audio-visual materials.

In **Ellingwood, Kan.,** where there is a combined school-community library, the joint project has brought about a more unified school community, reports Superintendent W.F. Wilson, "thereby making such projects as bond proposals easier to initiate."

HAVE YOU THOUGHT ABOUT . . . ?

* The extra benefits of a four-day week? Superintendent George Kitchens of the **San Jon, N. Mex.,** schools reports a 20% savings in transportation costs, as well as increases in the life of the buses, because of his schools' year-round, four-day-week schedule. Furthermore, unanticipated savings have occurred in paper towels, toilet tissue, soap, food services. And absenteeism has been reduced considerably.

* Placing all food items for the cafeteria services on bid to food suppliers? The **Manson Community School, Manson, Iowa,** requires the head cooks of its two school kitchens to submit food need estimates in nine-week blocks, and these are submitted to food suppliers for price quotes. "We save hundreds of dollars per year in this manner," says Superintendent Keith Hart. Any unexpended monies in the hot lunch program are invested with interest. Although students are allowed all the milk and food they want at lunchtime for a cost of 50¢ a meal, the lunch program is self-supporting, and in the 1979-80 school year the surplus account totaled more than $6,000.

* Do-it-yourself contracting? Superintendent Opal Crow of the **Desha-Drew Schools at Tillar, Ark.,** says the schools added almost 3,000 square feet of space for less than $11 a square foot. "We bought all the materials, paid directly for all the labor and kept a close cost analysis," she says. The building was immediately insured for 150% of what it cost.

* An idle fund investment program? Superintendent Orville Williams of the **Columbia Community Unit #4 Schools, Columbia, Ill.,** reports the board adopted a policy of investment in 1973. In that year, the district paid $15,000 plus interest on borrowed money. By 1979-80, the investment program was earning $90,000 annually on idle fund investments. "The program requires strong board commitment to a controlled and balanced budget," he points out. The total annual budget for the 1,000-student system is $1.8 million.

* Adopting a long-range plan for capital investments? The **Woodstock Public Schools, Woodstock, Conn.,** has a five-year plan for capital expenditures, covering such items as buses, furniture, major maintenance and other large expenditures. This is updated annually, says Superintendent Anthony Perrelli, and the procedure "has enabled our district to retain appropriations in educational program areas without an annual budget controversy and referenda." The plan represents an annual expenditure of $65,000, equal to two mills of taxes. The school system has purchased two new school buses a year, replaced furniture in 18 classrooms, instituted energy-saving measures, and renovated 20 rooms, "all without taking away from the education program," Perrelli says.

"Being a superintendent in a small school presents many challenges but is always interesting."

Dan Roe
Union Star, Mo.

BEST COPY AVAILABLE

Community Relations: Keeping School And Community As One

If there is one area where small schools reign supreme it is community relations. Because schools and community are one and the same. Tom Gjelten, writing about the state of small schools for *The Country Journal,* found several comments documenting this mutual dependence:

"In a small town in East Texas, the proprietor of the general store warns that if the local school were to close, 'It'd be all over. You see it all around in these little towns. First the school goes, then the store moves out, then the town's dead. People don't build there anymore. It just grows up empty land.' In an Idaho logging community, the school board chairman observes, 'This town is built around that school and all that goes on there. It's our entertainment for the winter; it's everything.'"

Likewise, being close to the community provides continuity for their children, parents argue. And it is a rich resource for learning educators agree. More than 100 rural school systems have followed the model developed at **Rabun Gap, Ga.,** and its Foxfire project to use student skills in preserving the cultural heritage of a community. Most urban schools are forced to simulate environmental experiences for their students, Paul Natchigal points out in his study of rural schools. But rural schools have living laboratories.

Yet, even when the spirit of collaboration between school and community is as natural as that experienced by small schools, the demands of contemporary life can chip away at it. That's why school administrators keep working at strengthening the ties that bind.

CHAPTER 8

Community Relations: Keeping School and Community Together

Tapping Community Resources

The **Galloway Township Public Schools, Smithville, N.J.,** are in a rural area, but very close to the swirl of Atlantic City. There were varied resources within the community that could provide management expertise for the schools, Superintendent Philip Geiger decided. The mayor of the community and Geiger wrote letters to various businesses in the area, including hotels, restaurants, casino/hotel establishments and land development companies, asking for linkages that would enhance the education program of the schools. It was hoped, says Geiger, this effort would provide the district with free professional advice and expertise; financial contributions that might initiate programs, improve the plant or contribute in other ways; and open up opportunities for dialogue between the private sector and the public schools.

The dialogue was established, he says, and the public relations aspect of the project was worth the time alone. But there have been significant financial gains, as well. These include carpeting for one entire school, consulting services of qualified engineers on water displacement problems, field trips paid for by an engineering company, professional presentations on construction projects to students, and career education presentations by professionals. Other businesses are considering the financing of conferences and seminars for school employees, according to Geiger.

Communicating With Print

Many small communities do not have a local newspaper, Superintendent Milton Anderson of **Plummer, Minn.,** points out, and it is difficult for small schools to get information printed in the newspapers of larger towns nearby (which many residents don't subscribe to, anyway). Anderson began a monthly newsletter, which includes a letter from the superintendent about school board actions; a principal's letter mostly about student activities; and contributions from several teachers, different ones each month, about the activities of their respective classrooms. Also included are a copy of the next month's calendar of events and the school lunch menus. As with others who use newsletters for communication, the publications are sent to all households in the community, not just to parents. By using a postal permit ($40 a year), the complete mailing in Plummer is only about $10 a month.

The newsletter sent out by Superintendent Guy Denniston of the **Smethport Area School District, Smethport, Pa.,** includes items that will be coming up at the next board meeting, rather than an after-the-fact report. Superintendent Gordon Christianson of the **North Winneshiek Community School District, Decorah, Iowa,** uses his monthly newsletter to explain the school budget and other school needs. Quarterly and annual financial reports are included. The entire staff writes short articles each month, stressing student names in the activities they describe. Many former students and "friends" of the school district ask to be on the mailing list, Christianson says.

The **Claflin, Kan.,** schools send out three

The previous numbered page in the original document was blank.

newsletters a month to households in the community. One is prepared by the superintendent following the monthly school board meeting. One is prepared by the elementary school principal and his staff and is sent to all parents and anyone requesting to be on the mailing list. The third one is prepared by the secondary school principal and his staff.

Many school administrators use the local newspaper as a means of regular communication with the community. "I write a weekly newspaper column in which I talk about my view and philosophy concerning schools and children," says James Knox, superintendent of the **Louisburg Unified School District #416, Louisburg, Kan.** "I write not only about the good or the positive things that we are doing, but also about our failures and shortcomings. This column often creates quite a stir around the community because our people have come to realize that our district is honest and open in dealing with people." A "no holds barred" attitude is also used by Superintendent Ted Knudsen of the **Pawnee Schools, Pawnee, Ill.,** in his weekly article for the local newspaper.

Involving The Community In Budgets and Bonds

The **Cuba Central Schools, Cuba, N.Y.,** very much needed to renovate the 40-year-old high school and 25-year-old elementary school. The public approved a $2.2 million renovation proposal, and Superintendent Gene Spanneut attributes part of the acceptance to a campaign to get citizens inside the buildings through special invitations to tour. The staff conducted nine tours, involving 350 citizens, who concluded the tours where renovations were necessary. The PTA got behind the bond proposal, and a special newsletter outlining the needs was sent to all residents.

When the **Trimble County Schools, Bedford, Ky.,** needed a new high school building, Superintendent Bill Stout involved parents before plans were even drawn up by an architect. The parents formed sub-groups to inform the community of the need for a new school, and with the effort of the total community, the bond issue passed.

The **Custer Public Schools, Custer, Mont.,** faced a severe budget cut for the high school because of declining enrollment and inflation. In order to keep programs as they were in the 117-student school system, the school mill levy needed to be increased by about 70%. Superintendent Keith Schauf discussed the problems in his newsletter to the community and met with local organizations, especially senior citizens. "We explained the basic idea of school finance," he says. "We broke down the budget to show people how much revenue was received from the state and how much was supported by local taxes. We also showed the cost of the education programs. We suggested various options." In the end, the school board decided to go for the mill levy. It passed with over 80% of the vote.

"I believe this worked because we were very candid with the public, and involved them in the decision," says Schauf. "We did not insult their intelligence by trying to explain school financing in a superficial manner." One of the older residents of the community commented: "This is the first time a real effort was made to explain where the schools' money comes from, and for the first time many of us think we know what is going on."

Advisors Become Advocates

Despite tax increases, the budgets for the Margaretville Central Schools, Margaretville, N.Y., have passed with wide margins for the last two years. Superintendent Dennis McLean credits a budget advisory committee for the community support. Each year community organizations such as firemen, the Chamber of Commerce and the Grange, are asked to supply one member to the advisory committee, which also includes the superintendent and a school board member. The community members are then able to explain to their groups about the budget proposals and the justifications for them.

The **Adelanto, Calif., Schools** have a year-round budget committee. Superintendent Theodore Vick explains that the committee includes representatives of the classified and certificated staff from each school, the school board, parent/community representatives from each of

the five schools, and the administrative assistant from the central office, who serves as chairperson. Requests for capital outlays, maintenance and other expenditures are presented to the committee for consideration, and its recommendations go to the school board. The committee is advisory only, Vick emphasizes, "but with this involvement there is the opportunity for widespread understanding of the financial condition of the district."

Two quick ideas. Superintendent Gerald Daugherty of the **Seiling Schools, Seiling, Okla.,** says his district approved a $900,000 bond issue after the district conducted a citizen-led needs assessment. And the **Ellsworth Community School, Ellsworth, Mich.,** has experienced success in millage campaigns, says Superintendent Charles Pelham, by involving citizen groups as poll-watchers. They notify callers to telephone known positive voters who haven't shown up yet at the polls. The schools also place an advertisement listing the names of supporters for the millage campaign in the local newspaper.

The Community Inside The School

The **Maryville, Mo.,** schools have a variety of ways to involve citizens in "meaningful" tasks for the schools. These include a committee to make needs assessments, one that evaluates the total school program, monthly cultural film presentations in the school, and enlisting community resource people to serve on special committees (e.g. designing window insulation, painting, booster club, work on equipment, presenting bond issues to the community and writers for the school newspapers). All of these activities have produced excellent community support, says Superintendent Roland Tullberg.

A Community Resource and Interest Bank has been put on index cards in the libraries of the schools in **Schoharie, N.Y.** Teachers can use the files for resource people to be used in classrooms. Other means of community involvement, says Superintendent Charlotte Gregory, include volunteer programs, school-community meetings, a citizen's advisory committee, money-raising ventures and activities that involve the community.

The **Big Timber Grade School, Big Timber, Mont.,** also encourages community residents to share their talents. Visits have varied from a one-period presentation to a nine-week introduction to a foreign language, according to John Boe, acting principal.

The **Oxford Academy and Central School, Oxford, N.Y.,** has used citizens on special project committees. Twelve citizens helped on a study of energy conservation measures, and then were used as a speakers' bureau to convince taxpayers to fund an energy project, says Superintendent David Burroughs.

Parents serve as listeners in speech classes in the **Jefferson School District, Tracy, Calif.,** according to Superintendent Thomas Hawkins. They fill out cards on student speakers, "always beginning with praise and then presenting suggestions for improvement."

Involving senior citizens has been a special focus on many schools. The **Continental District #39, Amado, Ariz.,** is in a community of 12,000 retired people, explains Superintendent Jerry McEuen. By talking to different organizations, churches and individuals he has collected a list of more than 100 people willing to volunteer their time and share their expertise with students. This is good public relations, he points out, because the retired community pays the major share of school taxes.

The **Augusta, Wisc.,** school district took an unused portion of its high school building to develop a community center for senior citizens. It also includes a meeting center, a gymnasium for community use and a small park, says District Administrator Clifford Hudson. "The school will pay for the operating costs, giving the senior citizens a share of services for their tax dollar," he says.

Setting Goals With the Community

An annual district goal-setting meeting at the beginning of each school year has become a regular and well-attended event in the **Cashmere School District #222, Cashmere, Wash.,** according to Superintendent Richard Johnson.

The community is invited to a no-host dinner by board members, administrators and teachers;

newsletters announcing the meeting are sent to every household in the district, and it also is announced in local newspapers. Citizens let the district know they are coming, and on arrival at the dinner, each person is greeted at the door, given a name tag and seated at tables that include a student, teacher, board member or administrator and five community members. All participants are asked to fill out cards that tell three things they especially like about the schools and three things they would like to see changed (a summary of these is sent to each person later). The rest of the evening, says Johnson, is spent with each group listing its goal preferences for the year; the goals from each table are then written on a large sheet and posted on the wall. Participants give the goals priorities. Those receiving the most votes are later reviewed by school district personnel and given ranking by the school board. The results are printed in the local newspaper and sent to each household. They also become part of the evaluation of the superintendent and each employee.

"This process allows the parents and students, as well as district personnel, to have an important voice in their education progam," Johnson points out. "Communication among all groups improves, as does the commitment to excellence on the part of the staff."

Because of a rapid influx of new people into the **Park City School District, Park City, Utah,** the need for more channels for parent involvement became quickly evident. The school board established the Park City School Community Council, a group of 33 persons representing the schools, PTA, various businesses, and economic, political, social and geographical areas of the school district. The council meets monthly, says Superintendent Richard Goodworth, to discuss particular problems or work on assignments presented by the school board. For example, it was enlisted to help on studying changes in the district boundary lines and to encourage passage of a bond issue. Both things were accomplished with an 88% positive vote.

The Educational Council of the **Ada Exempted Village Schools, Ada, Ohio,** consists of two persons from each voting precinct in the school district, as well as representatives from the student council, teachers' association and employees' association. The council meets with Superintendent Neil Allen every other month to discuss various aspects of the school district. "It's excellent for two-way communication," he says.

Turning the Table

A group of people which had been vocal at board meetings was turned into a citizens advisory committee in the Mayer United School District #43, Mayer, Ariz., says Superintendent James Rhodes. The committee meets the last Tuesday of each month, a week before the regular board meeting. It goes over the board agenda and prepares its comments. "This has shortened our regular board meetings by a couple of hours," says Rhodes, "and has made it easier for the board to get on the formal business at hand and keep good control of the meeting."

Community discussion groups are not a fade-in-and-out phenomenon at the **Colts Neck Township Schools, Colts Neck, N.J.** Started as an experiment in 1971, a home/school discussion group consists of nine lay persons, six selected by the PTA and three selected by building principals; a board member, three classroom teachers, one from each school; the three principals and the superintendent. The purpose of the group, which meets once a month during the school year, is to "simply conduct open discussions about the schools," says Superintendent R.J. Unger. The group is still going strong, only now it is known as the "Rap Group." Occasionally, says Unger, "we have some hot discussions, but we believe these make for better, rather than poorer, public relations. For certain, we get some good insight as to how well or how poorly people think we are doing our job. And we have learned what to do differently, many times, before we had a crisis."

HAVE YOU THOUGHT ABOUT . . . ?

* Taking information to the people where they are? The **Tonlon-Lafayette schools, Tonlon, Ill.,** printed up brochures on the school district and distributed them to businesses, banks and post offices. School officials talked local restaurants and coffee shops into putting the information on their placemats. The local bank paid for the printing, but Superintendent Charles Zbrozek suggests that area vocational centers with graphics classes could do the same. As a result, the parent-teacher organization, which had faded out 10 years ago, has been revived and citizens have offered to help in the schools, he says.

* Giving senior citizens a special pass to schools? The **Essex North Supervisory Union, Canaan, Vt.,** issues a Golden Age Pass to any retired citizen 62 years or older that allows them to attend any school-sponsored events. This has been very helpful in maintaining contact with non-parents, says W. Scott Blanchard, superintendent.

* Opening up mini-courses to adults? In the 160-student **Trumbull Consolidated schools, Trumbull, Neb.,** a week of mini-courses, usually offered between semesters in mid-January, are open to all adults in the school district. They take courses with the students, and adults are also used to teach some of the courses. They tend to center on crafts and practical things, says Superintendent Frank Shaughnessy, such as microwave cooking, furniture refinishing and beginning golf. The only fees charged are for costs of materials, and the school cafeteria is open to the adult students, if they wish.

* Getting parents involved in a code of ethics for volunteers? Grace Wittstrom, principal of the **Phillips Elementary School in Paso Robles, Calif.,** (28-student enrollment), encouraged parents at one of the early meetings in the year to discuss a code of ethics for volunteers in the school. The discussion covered privacy of children, rights and individual differences. "This has quite effectively stopped community gossip about children by parents who serve as volunteers," she reports.

* Involving parents in discipline discussions? The **Bret Harte Union High School District, Angels Camp, Calif.,** has a district discipline committee that includes parents, students and teaching staff. It is a liaison to the school board, says Superintendent Robert Bach, and although it does not make policy, it listens and makes recommendations. "Best of all," Bach says, "it is a positive channel of communication to the community."

* Taking time to show interest? Superintendent Neal Singles of **Morenci, Minn., area schools,** writes many brief letters every year to congratulate students and citizens in the district for their achievements, both in and out of school activities. Superintendent Richard Sawyer of **Milo, Maine,** thinks it is important for him to show up at the corner coffee shop to talk to people about the schools, in their terms. This eliminates the "stuffed shirt," image, he says. "I'd bet a Maine lobster that the whole country lacks the face-to-face chance for coffee talk with superintendents," he says.

* Getting citizens to adopt a tree? In the **Middlebury Community Schools, Middlebury, Ind.,** local citizens are invited to adopt, care for and harvest one or more apple trees located on school property. Superintendent Thomas Terry explains that the high school site was once an 80-acre farm and orchard tract, and a portion of the orchard was preserved. "We find that we have a waiting list of amateur orchardmen who wish to care for and harvest a few trees as a hobby," he says. "We have an annual workshop in the orchard to help the hobbyists learn how to prune, spray and care for their trees." He suggests the same sort of goodwill could be achieved by allowing a plot of a school site to be divided into small family gardens each summer.

* Taking to neighborhoods? William Bassett, superintendent at **Chadwicks Union Free School, Chadwicks, N.Y.,** has asked key residents to organize meetings for neighbors in their homes. School personnel make brief presentations, then open the evening up to answer any questions that come up.

Resource List

CHAPTER I: Broadening the Curriculum

Supt. Sherman Hirsch
Arthur County High School
Arthur, Neb. 69121

Raymond R. Truxell, Jr.
Graham Ave. at 23rd St.
Windber, Pa. 15963

Supt. Glenn Gray
Beverly City Schools
Pine Street and Bentley Ave.
Beverly City, N.J. 08010

Supt. James Munro
Bloomer Schools District
1310 17th Ave.
Bloomer, Wi. 54724

Nancy Buchanan
Curriculum Consultant
Wood County Schools
1 Courthouse Square
Bowling Green, Ohio 43402

Supt. Louis Wildman
North River School District
Star Route Box 300
Brooklyn, Wa. 98537

Charles McGlone
Administrative Principal
Lawrence Township Schools
East Avenue
Cedarville, N.J. 08311

Supt. Charles Norland
Dakota Community Unit #201
Dakota, Ill. 61018

Vickie Esarey
Administrator
Dixie #101
P.O. Box 77
Dixie, WA 99329

Supt./Principal R. Halbert Christensen
Union High School
Dunsmuir, CA 96025

Sandra Sternfels
Administrative Principal
Folsom Elementary School
Mays Landing Rd.
Folsom, NJ 08037

Supt. S. Ralph Marra
Frewsburg Central School
Frewsburg, NY 14738

Supt. David Smette
Hazen Public Schools, District #3
500 Central Ave.
Hazen, ND 58545

Supt. Edgar Gaskill
Kansas Community School, Unit #3
Box 416
Kansas, IL 61933

Supt. Dick Corricle
Klemme Community Schools
Klemme, IO 50449

Supt. William Bradt
Little Falls City Schools
770 E. Main St.
Little Falls, NY 13365

Supt. Harold Means
Ludlow Schools District #142
P.O. Box 156
Ludlow, IL 60949

Supt. William Cornelison
Middletown Unified School District
P.O. Box 338
Middletown, CA 95461

Edwin Bredeweg
Assistant Superintendent
Oakridge Public Schools
4815 Wolf Lake Rd.
Muskegon, MI 49442

Supt. Renfro Manning
Orange County Public Schools
P. O. Box 349
Orange, VA 22960

Supt. Robert Mahan
North Central Community School Corp.
P.O. Box 8
Ramsey, IN 47166

Supt. John Grant
Roscoe Central School
Roscoe, NY 12776

Supt. Don Wickert
San Jacinto Unified School District
600 E. Main St.
San Jacinto, CA 92383

Supt. Stephenson Youngerman
Liberty School District No. 362
Spangle, WA 99031

Supt. Ray Doerhoff
St. Elizabeth R-4
St. Elizabeth, MO 65075

Supt. William Urban
Blair Public Schools
219 S. Main
Blair, WI 54616

Principal Ed Castle
Wakenda Public Schools C-2
Warenda, MO 64687

Supt. Donald Sutton
Wayne City Community Unit 100 Schools
P.O. Box 476
Wayne City, Ill. 62895

Supt. Joel McAbee
Greenwood School District 51
42 Sparks Ave.
Ware Shoals, SC 29692

CHAPTER II: Working With Teachers

Supt. John Oakeson
Alma Center-Humbird-Merrillan
School Street
Alma Center, WI 54611

Supt. Frank Cuzalina
Blanchard I-29
400 N. Harrison
Blanchard, OK 73010

Supt. Marvin Johnson
U.S.D.447
618 E. Fourth
Cherryvale, KS 47335

Don Brann, Principal
Wilsona School District
41625 N. 170th St., E.
East Lancaster, CA 93534

Christine Barnes
Assistant Superintendent for Instruction
Crittenden Central School District
3 Pearl St.
Essex Junction, VT 05452

Supt. James Doughty
Freer Independent School District
P.O. Box 240
Freer, TX 78357

Supt. Jerry Klenke
Jackson Center Schools
204 S. Linden
Jackson Center, Ohio 45334

Supt. Roy Rummler
Platte County School District.#2
Guernsey, WY 82214

Supt. James Pasat
Guttenberg Community School
131 Riverpark Dr.
Guttenberg, IO 52052

Supt. John Tarter
Itasca School District #10
400 E. Irving Pk. Rd.
Itasca, IL 60143

Supt. Jerry Klenke
Jackson Center Local Schools
204 S. Linden St.
Jackson Center, OH 45334

Supt. Ken Fritz
Weld School District RE 53
3 N. Jay
Johnstown, CO 80534

David Basuener
District Administrator
Kiel Area School District
210 Raider Heights
Kiel, WI 53042

Supt. Norman Linton
Unified School District #328
Box 76
Lorraine, KA 67459

Supt. Wayne Cook
Marionville Reorganized #9 School District
Box J
Marionville, MO 65705

Supt. H. Dale Barr
Morris Elementary District #54
Morris, IL 60450

Supt. Clark Day
Nora Springs-Rock Falls Community Schools
509 N. Iowa
Nora Springs, IO 50458

Supt. Stanley Toll
North Salem Schools
Route 124
North Salem, NY 10560

Supt. Terry Alley
#50 Joint Archuleta County Schools
P.O. Box 1498
Pagosa Springs, CO 81147

Supt. John Ward
Pentwater Public Schools
600 E. Park St.
Pentwater, MI 49449

Supt. Ronald Mrozinski
Posen Consolidated School District
10575 Michigan Avenue
Posen, MI 49776

Supt. Robert Weller
Washougal Schools
2349 "B" St.
Washougal, WA 98671

Supt. William Sharp
Westfield Washington Schools
322 West Main St.
Westfield, IN 46074

Supt. C.S. Clary
Westwood Unified School District
P.O. Box 4
Westwood, CA 96137

CHAPTER III: Scheduling Successfully

Larry Reider
Director of Support Services
Arvin Union School District
737 Bear Mountain Blvd.
Arvin, CA 93203

Supt. Norman May
Blachly School District #90
20264 Blachly Grange Rd.
Blachly, OR 97412

Supt. Richard Eisenhauer
Chadron City Schools
7th & Ann
Chadron, NE 69337

Supt. Elvin Mosier
Cheraw Consolidated School
P.O. Box 159
Cheraw, CO 81030

William Dobney, Principal
Moyock Elementary School
P.O. Box 40
Currituck, NC 27929

Supt. Peter Flisock
Southwest Region School District
P.O. Box 196
Dillingham, AL 99576

Supt./Principal R. Hal Christensen
Dunsmuir Union High School District
5805 High School Way
Dunsmuir, CA 96025

Supt. Dunstin Hill
Daniels County School Districts #3 & 7
400 1st Ave.
Flaxville, MT 59222

Supt. Chester Cunningham
Sanford Independent School District
Box 1287
Fritch, TX 79036

Supt. James Callam
Washington School
East Street
Garwood, NJ 07027

Supt. Dale Kanack
Mallard Community School
Mallard, IA 50562

Supt. Richard Kuball
Independent School District #72
Mapleton, MI 56065

Supt. Bill Vestal
Miami Independent School District
P.O. Box 368
Miami, TX 79059

Supt. James Fike
Prairie School
Weld County School District RE11.1
P. O. Box 68
New Raymer, CO 80742

Supt. Harry Steiner
North Arlington PublicSchools
222 Ridge Rd.
North Arlington, NJ 07032

Lawrence Ward, Principal
Spur Independent School District
Box 550
Spur, TX 79370

CHAPTER IV: Cooperation: Many Ways to Share

Supt. David Scala
Baxter Community School
202 E. State St.
Baxter, IA 50028

Supt./Principal Billy Watts
Calistoga Unified School District
1327 Berry St.
Calistoga, Ca 94315

Supt. Norman Sweeney
Chenango Forks Central Schools
Box 98
Chenango Forks, NY 13746

Supt. Wallace Johnson
Independent School District #378
Box S
Dawson, MI 56232

Superintendent of Schools
Antelope Valley Area Schools
Ann Barkelew
Los Angeles County
9300 E. Imperial Highway
Downey, CA 90242

Supt. A. T. Lederman
East Granby Schools
33 Turkey Hills Rd.
East Granby, CT 06026

Supt. Joseph P. Robitaille
Regional District #1
Falls Village, CT 06031

Supt. Reginald Nolin
Lansboro Schools
Fillmore County
Lansboro, MN 55949

Tower-Jordan Schools
P. O. Box 469
Tower, MN 55790

Supt. Charles Todd, Jr.
Hopewell City Schools
Box 270
Hopewell City, VA 23860

Supt. Ed Kroenke
District 209
Kensington, MI 56343

Supt. Delmar Lewis
Langdon Public School District #23
Langdon, ND 58249

Supt. James Jess
CAL Community School
Latimer, IA 50452

Supt. Maurice Boulanger
Union #29 Lee, Otis, Tyringham
45 Railroad St.
Lee, MA 01238

Supt. R. D. Gustafson
LuVerne Community School
Box 69
LuVerne, IA 50560

Supt. John McCallum
Independent School District 223
Minnesota Lake, MN 56068

Supt. Lowell Schwalbe
Morton Schools
Morton, MN 56270

Supt. James LaFond
Napavine School District #14
Box 357
Napavine, WA 98565

Supt. John Egan
Stone Bank Schools
6786 Highway C
Oconomowoc, WI 53066

W. F. Paton
Oconomowoc Schools
7077 Brown St.
Oconomowoc, WI 53066

Supt. John O'Brien
Washington Northeast Supervisory Union
RFD, #1
Plainfield, VT 05667

Supt. Walter Blake
Schaller Community Schools
Schaller, IA 51053

Supt. Robert Clemmons
Tuscumbia City Schools
P. O. Box 149
Tuscumbia, AL 35674

Supt. James Redfield
Tyler-Public Schools #409
Tyler, MN 56178

CHAPTER V: Students . . . Our Primary Focus

Supt. Raymond Fioroni
Avella Area Schools
R.D. #2
Avella, PA 15312

Supt. M.W. Jinks
Bedford Community School District
908 Penn
Bedford, IA 50833

Supt. C. R. Norman
8330 US 42
Boone County Schools
Florence, KY 41042

Supt. John Bearden
Camdenton School District
Box 809
Camdenton, MO 65020

Supt. Chester Meissner
Cassville Schools
Box 126
Cassville, WI 53806

Supt. Cameron Pulliam
Midway Heights C-7 School District
Columbia, MO 65201

Donald Bartalo, Principal
Dansville Central School
W. Main St.
Dansville, NY 14437

Supt. Harris Allen
West Side School District #202
Dayton, IO 83232

Supt. Robert Block
Eden Valley-Watkins School District #463
Box 47
Eden Valley, MI 55329

Supt. Glenn Matejka
Eveleth Public Schools
Jones Street
Eveleth, MI 55734

Supt. Ben Kerfoot
Fruitland School District 373
Box 387
Fruitland, ID 83619

Supt. Etta Wilcher
Glascock County Schools
Box 205
Gibson, GA 30810

Supt. L.H. Rouse
Grayslake Community High School
400 N. Lake St.
Grayslake, IL 60030

Supt. Richard DeNure
Greenfield Union School District
P. O. Box 97
Greenfield, CA 93927

Supt. Charles Jacobs
Keyes Union Elementary School
P. O. Box 548
Keyes, CA 95328

Supt. David DeRuzzo
3332 Newberg Rd.
Jefferson County
Louisville, KY 40218

Ernest Cutler, Principal
Ocracoke School
Ocracoke, NC 27980

Supt. Millard Harrison
Union #42 Community School District
P.O. Box 87
Readfield, ME 04355

Chester W. Crisp
Principal
Stecoah School
Route 3
Robbinsville, NC 28771

Supt. Richard Porter
Wencheden Public Schools
Box 167
Wencheden, MA 01475

CHAPTER VI: Management and the Smaller District

Supt. Dennis Kirkman
School District of Arcadia
308 E. Main St.
Arcadia, WI 54612

Supt. James Monk
Brewster Central School District
Brewster, NY 10509

Supt. Barry Farnham
Briarcliff Manor Union Free School District
Ingham Rd.
Briarcliff Manor, NY 10510

Supt. Joseph Matula
Lindop School District 92
2400 S. 18th Ave.
Broadview, IL 60153

Supt. Richard Bamberger
Schodack Central School District
1216 Maple Hill Rd.
Castleton-on-Hudson, NY 12033

Supt. Michael Dwyer
Cheyenne Public School
Box 100
Cheyenne, OK 73628

Supt. Douglas Christensen
Colby Public Schools USD #315
480 West 4th
Colby, KA 67701

Supt. Rod Koch
Cozad City Schools
16th & Meridian
Cozad City, NE 69130

Supt. Wes Hill
Demopolis City System
Box 700
Demopolis, AL 36732

Supt. Robert B. Burrow
Ft. Knox Independent Schools
7501 Missouri
Ft. Knox, KY 40121

Supt. Bruce Wolck
Portage Township Schools
201 Houghton Ave.
Houghton, MI 49931

Supt. Alfred LaMarche
Jameston School Dept.
Lawn Ave.
Jamestown, RI 02835

Supt. William Green III
LaFeria Independent School District
P.O. Box 1157
LaFeria, TX 78559

District Administrator Robert Ames
Lake Mills School District
209 Church St.
Lake Mills, WI 53551

Supt. J. Grady Martin
Brunswick County Public Schools
Box 309
Lawrenceville, VA 23868

District Administrator Gerald Edwards
School District of Marion
1001 N. Main
Marion, WI 54950

Supt. James Calkins
Martinsville City Schools
P. O. Box 5548
Martinsville, VA24112

Supt. Richard Lanaghan
Mundelein Elementary District 75
200 W. Maple
Mundelein, IL 60060

Supt. Robert Aiken
New Hope-Solebury School District
180 W. Bridge St.
New Hope, PA 18938

Supt. Rod Wilbeck
Maurice-Orange City Community
School District
615 8th St., S.E.
Orange City, IA 51041

District Administrator Roger Moore
School District of Princeton
Princeton, WI 54968

Supt. Norman Guith
Central School District
9457 Foothill Blvd.
Rancho Cucamonga, CA 91730

Supt. Alden Larson
Edgemont Union Free School
District at Greenburgh
Glendale Rd.
Scarsdale, NY 10583

Supt. Larry Brewer
Snowflake Unified School District #5
P. O. Box 1100
Snowflake, AZ 85937

Supt. William Steinert
St. Francis School District #6
4225 S. Lake Dr.
St. Francis, WI 53207

Supt. William Blydenburgh
Waterville Central School District
Madison St.
Waterville, NY 13480

CHAPTER VII: Creative Ways to Cut Costs

Supt. David Fish
Akron Central School District
47 Bloomingdale Ave.
Akron, NY 14001

Supt. Leighton Wilklow
Barker Central School
1628 Quaker Rd.
Barker, NY 14012

Supt. Richard Olson
Barron Area School District
1190 Memorial Dr.
Barron, WI 54812

Stuart Opdahl
Assistant Superintendent for Business Affairs
Bronxville Union Free School District
Pondfield Rd.
Bronxville, NY 10708

Supt. Orville Williams
Columbia Community Unit #4
113 S. Rapp Ave.
Columbia, IL 62236

Supt. Earl Petersen
Choney-Mouge School District 88
400 Elsie Crest Hill
Crest Hill, IL 60435

Supt. Ronald Stammen
Divide County School District #1
106 2nd N.E.
Crosby, ND 58730

Supt. W. F. Wilson
U.S. D-355
Ellinwood Schools
P. O. Box 368
Ellinwood, KA 67526

Supt. Ron Welty
Gilmer County Schools
201 N. Court St.
Glenville, WV 26351

Supt. James Turner
Jamul-Las Flores Union School District
14581 Lyons Valley Rd.
Jamul, CA 92035

Supt. Mick Starcevich
Harris-Lake Park Schools
Lake Park, IA 51347

Supt. Donald Bungum
Chisago Lakes Area Schools, #141
Box 707
Lindstrom, MN 55045

Supt. Keith Hart
Manson Community School
Manson, IA 50563

Supt. Charles Mitchell
Olney Independent School District
P.O. Box 67
Olney, TX 76374

Supt. Richard Chochon
Palmer Public Schools District 49
P.O. Box 248
Palmer, NE 68864

Supt. George Kitchens
San Jon Municipal Schools
P.O. Box 5
San Jon, NM 88434

Supt. Opal Crow
Desha-Drew Schools
P.O. Box 8
Tillar, AR 71670

Supt. Dan Roe
Union Star School R-II
P.O. Box 98
Union Star, MO 64494

Supt. Anthony Perrelli
Woodstock Public Schools
Star Route
Woodstock, CN 06281

CHAPTER VIII: Community Relations: Keeping School and Community Together

Supt. Neil Allen
Ada Exempted Village School District
Grand and Turner Avenues
Ada, OH 45810

Supt. Theodore Vick
Adelanto School District
11824 Air Base Rd.
Adelanto, CA 92301

Supt. Jerry McEuen
Continental District #39
Tucson-Noggles Star Route
Box 469-C
Amado, AZ 85640

Supt. Robert Bach
Bret Harte Union High School District
Box 728
Angels Camp, CA 95222

District Administrator Clifford Hudson
Augusta School District
Augusta, GA 30904

Supt. Bill Stout
Trimble County Schools
P. O. Box 67
Bedford, KY 40006

Mr. John Boe
Acting Principal
Big Timber Grade School, District 1
Box 887, 5th & Anderson
Big Timber, Mt. 59011

Supt. Richard Johnson
Cashmere School District #222
210 South Division St.
Cashmere, WA 98815

Supt. W. Scott Blanchard
Essex North Supervisory Union School District
P.O. Box 100
Canaan, VT 05903

Supt. William Bassett
Chadwicks Union Free School
3354 Oneida St.
Chadwicks, NY 13319

Supt. Richard Connell
Claflin Schools
119 Main
Claflin, KA 67525

Supt. R. J. Unger
Colts Neck Township Schools
73 Cedar Dr.
Colts Neck, NJ 07722

Supt. Gene Spanneut
Cuba Central Schools
15 Elm
Cuba, NY 14727

Supt. Keith Schauf
Custer Public Schools, District 15
P.O. Box 68
Custer, MT 59024

Supt. Gordon Christianson
North Winneshiek Community School District
Route 3
Decorah, IA 52101

Supt. Charles Pelham
Ellsworth Community School
Box 68
Ellsworth, MI 49729

Supt. James Knox
Louisburg Unified School District #416
Box 550, 105 E. 5th
Louisburg, KA 66053

Supt. Dennis McLean
Margaretville Central Schools
Main St.
Margaretville, NY 12455

Supt. Roland Tullberg
Maryville R-II Schools
First and Vine
Maryville, MO 64468

Supt. James Rhodes
Mayer United School District #43
Box 189
Mayer, AZ 86333

Supt. Thomas Terry
Middlebury Community Schools
13515 C.R. 16
Middlebury, IN 46540

Supt. Richard Sawyer
Maine School Administrative District #41
West Main
Milo, ME 04463

Supt. Neal Singles
Morenci Area Schools
500 Page St.
Morenci, MI 49256

Supt. David Burroughs
Oxford Academy and Central School
Oxford, NY 13830

Supt. Richard Goodworth
Park City School District
P.O. Box 859
1750 East Highway 248
Park City, UT 84060

Grace Wittstrom, Principal
Phillips Elementary School
Shandon Star Route
Paso Robles, CA 93446

Supt. Ted Knudsen
C.U.S.D. No. 11
810 Fourth St.
Pawnee, IL 62558

Supt. Milton Anderson
Independent School District #628
P.O. Box 7
Plummer, MN 56748

Supt. Charlotte Gregory
Schoharie Central Schools
Main Street
Schoharie, NY 12157

Supt. Gerald Daugherty
Seiling School I-8
Box 525
Seiling, OK 73663

Supt. Guy Denniston
Smethport Area School District
W. King St.
Smethport, PA 16749

Supt. Philip Geiger
Galloway Township Public Schools
1 South Moss Mill Rd.
Smithville, NJ 08201

Supt. Charles Zbrozek
Tonlon-Lafayette CUSD#2
402 S. Franklin
Tonlon, IL 61483

Supt. Thomas Hawkins
Jefferson School District
7500 Linne Rd.
Tracy, CA 95376

Supt. Frank Shaughnessy
Trumbull Consolidated School
Box 94
Trumbull, NE 68980

Acknowledgments

The original manuscript for *Creative Ideas for Small Schools* was prepared by Anne C. Lewis, Executive Editor of Education, USA. The ideas presented in this book were shared with the American Association of School Administrators through a survey of AASA members who are administrators in smaller school districts. That survey was conducted by AASA Associate Executive Director, Walter G. Turner, who provides staff leadership for the AASA Small Schools Committee. He was assisted in formulating the survey by Nancy Miller, Grants Manager for the Association. Photos used in the publication are from the AASA American Education Slide Collection and other contributing districts. Final editing and production were under the supervision of AASA Associate Executive Director, Gary Marx.

AASA wishes to express its appreciation to the many school administrators across North America who so willingly shared ideas that work in their schools.